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Test

ABSTRACT

This document for participants comprises the proceedings of a fifth national conference on the retention of black college students. The conference consisted of 2 preconference workshops, 7 general sessions, and 21 concurrent sessions. A total of 68 selected papers were presented. Preconference workshops focused on the freshman year experience and preparation for the Graduate Record Examination (GRE) general test. General sessions explored the pros and cons of standardized testing and assessment, the deficiencies of the Scholastic Aptitude Test (SAT), a description of a national program for designing and implementing support services for minority students, and statistics projecting the status of minorities in higher education in the 21st century. Conference papers covered a wide range of retention-related topics including the preparation for and use of standardized tests, and descriptions of effective retention programs. Students played important roles as active participants in all events. Biographies of the main speakers, conference schedules, and brief abstracts of the 68 papers are included. (FMW)

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NATIONAL
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Florida A & M University
Retention Conference Director
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"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

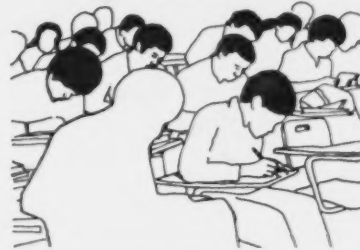


Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

WELCOME

5TH
NATIONAL
CONFERENCE



**"BLACK STUDENT RETENTION
IN HIGHER EDUCATION"**



Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989



Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Executive Conference Director



Dr. Frederick S. Humphries
President



Dr. Clinita A. Ford
Founder and Director



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

SENATOR CARRIE P. MEEK

36th District

COMMITTEES:

Community Affairs,

Chairman

Health and Rehabilitative Services

Higher Education

Personnel, Retirement & Collective Bargaining

JOINT SELECT COMMITTEE:

Growth Management Implementation

Dr. Clinita A. Ford
Retention Conference Office
P.O. Box 10121
Tallahassee, FL 32302

TO THE PARTICIPANTS OF THE FIFTH NATIONAL HIGHER EDUCATION
CONFERENCE ON BLACK STUDENT RETENTION:

I extend my warmest greeting to the students and concerned participants of the Fifth National Higher Education Conference on Black Student Retention. The active discussion and study of African-American students and their struggle to stay in higher education institutions is vital to the success of our youth.

The conference's focus on standardized testing and assessment of minority students is an important one. It is especially significant to South Florida's diverse student population. Florida's minority students and educational organizations will greatly benefit from this national conference.

Enjoy yourself during your visit to Miami, South Florida has a lot to offer in many ways. I wish you great success during the National Higher Education Conference and the best of luck in meeting your goals.

Sincerely,

A handwritten signature in cursive script that reads "Carrie P. Meek".

Carrie P. Meek
State Senator, District 36

CPM/gwf

REPLY TO:

☒ 149 West Plaza, Suite 236, Miami, Florida 33147 (305) 693-0330

☐ 210 Senate Office Building, Tallahassee, Florida 32399-1100 (904) 487-5116

BOB CRAWFORD

President

ARNETT E. GIRARDEAU

President Pro Tempore



FLORIDA DEPARTMENT OF EDUCATION

Betty Castor

Commissioner of Education

Dr. Clinita A. Ford, Director
National Black Student
Retention Conference
Florida A&M University
209 Jackson-Davis Hall
Tallahassee, Florida 32307

Dear Dr. Ford:

Many thanks for inviting me to the Fifth National Higher Education Conference on Black Student Retention, November 7-10, 1989, at the Sheraton Bal Harbour Hotel in Miami Beach.

I do appreciate your thinking of me; however, I will be unable to attend. I regret that the enormous demands of my schedule often keep me from accepting enjoyable engagements.

I applaud you for hosting this conference and wish I could be there. Please extend my best wishes to all for a successful event.

With best regards,

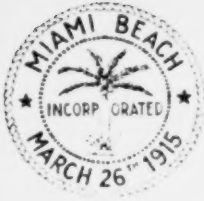
Sincerely yours,

Betty Castor
Commissioner

BC/bc

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OFFICE OF THE MAYOR
CITY OF MIAMI BEACH
MIAMI BEACH, FLORIDA

ALEX DAOUD
MAYOR

Dr. Clinita Ford
National Conference of Black Students
Retention in Higher Education
209 Jackson-Davis Hall
Florida A & M University
Tallahassee, Florida 32307

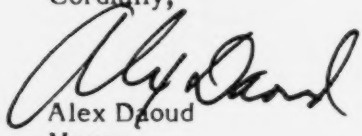
Dear Dr. Ford:

As Mayor of the City of Miami Beach, it is a pleasure and an honor to welcome the **THE NATIONAL CONFERENCE ON BLACK STUDENT RETENTION IN HIGHER EDUCATION**, here at the beautiful Sheraton Bal Harbour this November 7 - 9, 1989.

I invite you to explore our beautiful city. You will find it a haven composed of pristine beaches, exceptional scenery and myriad of fine restaurants and entertainment attractions. Miami Beach is an ideal site for conventions and offers superb meeting, educational and recreational facilities. Please take time from your busy schedule to enjoy our beautiful beaches and year-round sunshine.

On behalf of all of the citizens of Miami Beach, we will be honored by your presence, and we wish you the best for a very successful conference. We are confident that you will be returning on a yearly basis to enjoy our gracious hospitality. You have my personal assurance that a warm welcome will await you here now, and always.

Cordially,


Alex Daoud
Mayor

AD:bb



1920 Meridian Avenue Miami Beach, Florida 33139 (305) 672-1270

Dr. Clinita A. Ford
National Conference on Black Student Retention in
Higher Education
209 Jackson-Davis Hall
Florida A & M University
Tallahassee, Florida 32307

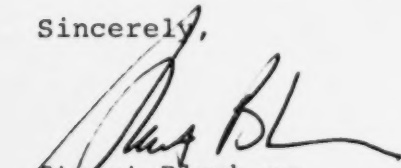
Dear Dr. Ford:

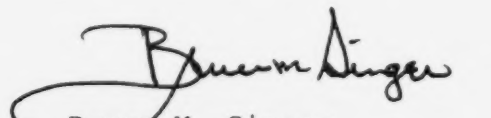
On behalf of the Miami Beach Chamber of Commerce, we welcome your participants to our beautiful community.

We wish you success with your conference and hope that your delegates will have the opportunity to take a few moments out of their busy schedules to enjoy the magnificent beaches, exceptional scenery, myriad of fine restaurants, superb shopping facilities and the wide variety of entertainment attractions that we have to offer.

We hope that you enjoy your visit to Miami Beach, and will return with your family and friends in years to come.

Sincerely,


Stuart Blumberg
President


Bruce M. Singer
Executive Vice President



Dr. Clinita Ford, Retention Conference
Coordinator
National Conference on Black Student
Retention in Higher Education
209 Jackson-Davis Hall
Florida A & M University
Tallahassee, FL 32307

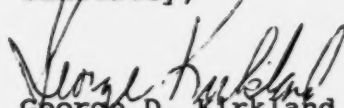
Dear Dr. Ford:

It is with pleasure I welcome the delegates of the National Conference on Black Student Retention in Higher Education.

The Greater Miami community takes pride in hosting your conference in November, marking the culmination of unified efforts to insure delivery of a professionally rewarding and personally enjoyable experience for your delegates.

I am confident the many diverse facets of Greater Miami will contribute to a most successful meeting and memorable visit to our community.

Sincerely,


George D. Kirkland
President

701 Brickell Avenue, Suite 2700, Miami, Florida 33131
(305) 539-3000, TX 522697, FAX (305) 539-3113



Robert H. McCabe
President

Number one in America.

Attendees

Black Student Retention in Higher Education Conference

On behalf of all of us at Miami-Dade Community College, I wish to welcome you to the Greater Miami area, one of the most dynamic and culturally diverse communities in America.

You meet to consider a topic of immense importance. More and more state legislators are relying on standardized tests as a basis for life decisions concerning individuals. In many cases, such as the CLAST situation in Florida, there is no particular rationale for the test scores that are being utilized, yet significant numbers of qualified individuals will be denied opportunity to complete higher education on the basis of that test. Blacks and other minorities will be impacted to a greater degree than others.

While being concerned about the strong reliance on tests, it is also important to note that large numbers of students, over-represented by Blacks and minorities, are not receiving a curriculum in high school that will properly prepare them either to enter college or productive employment in the information age. This is an extremely important topic which also must be considered. The testing phenomenon is a response to a feeling on behalf of society that educators have not done a good job and, therefore, external controls must be imposed. The data we have with regard to the needs of business and industry for employment, and the mismatch with the academic skills of our young people, supports the conclusion that we have not done a good job. However, the idea that this was strictly a problem of the schools is incorrect. For progress to be made, parents and guardians must involve themselves in the education of young people, and society must support schools in a way that it has not.

America faces an enormously serious problem in education, and I am pleased that you are here to discuss these issues, especially as they impact Blacks.

Sincerely,

Robert H. McCabe
President

DADE COUNTY PUBLIC SCHOOLS

SCHOOL BOARD ADMINISTRATION BUILDING • 1450 NORTHEAST SECOND AVENUE • MIAMI, FLORIDA 33132

DR. JOSEPH A. FERNANDEZ
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
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MR. ROBERT RENICK
MR. WILLIAM H. TURNER

Dr. Clinita Ford
Florida A&M University
209 Jackson Davis Hall
Tallahassee, Florida 32307

Dear Dr. Ford:

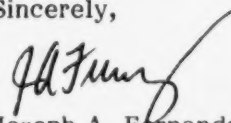
It is an honor and pleasure to welcome Florida A&M University to Dade County as the sponsor of the National Conference on Black Student Retention in Higher Education. We are pleased that you have selected Miami as the site for this significant conference.

In extending this welcome, I am sure that I speak for the thousands of men and women who are dedicated to furthering our young people and providing them a quality education. As superintendent of the nation's fourth largest school district, I feel it is incumbent upon us to work with organizations whose goal is to identify successful programs aimed at developing well-rounded and well-educated young people.

We are hopeful that this forum will foster a cooperative effort aimed at addressing, identifying and sharing proven strategies directed toward at-risk students. Moreover, we anticipate greater emphasis on enhancing our working relationship which will, as a direct result, increase the percentage of Black students graduating from high school, entering and completing college.

Again, I welcome you to Dade County, and I wish you the best in all your current and future endeavors.

Sincerely,



Joseph A. Fernandez
Superintendent of Schools

JAF: rsb

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PLAN NOW TO ATTEND!

6TH
NATIONAL
CONFERENCE

**"BLACK STUDENT RETENTION
IN HIGHER EDUCATION"**

OMNI INNER HARBOR HOTEL
BALTIMORE, MARYLAND

November 4-7, 1990

"NATIONALLY RECOGNIZED SPEAKERS"

- * Research Papers
- * Panels
- * Exemplary Projects
- * Mini Workshops
- * Information Exchange



A MESSAGE FROM THE DIRECTOR

WELCOME to warm sunny Florida and to Southern Hospitality. The beautiful beaches of Miami, the splendor of Bal Harbour shops and a full agenda of speakers, papers, panels and group sessions will leave few remaining open hours from November 7 to November 10, 1989. You are joining with hundreds of other educators from a cross-section of the nation's colleges and universities, secondary schools, military branches, governmental agencies, educational organizations and educational consulting firms.

On Tuesday, November 7, 1989 two concurrent Pre-conference Workshops will be available. Registered conference participants can attend at no extra charge. **Workshop #1 "The Freshman Year Experience"** will be conducted by **Dr. John Gardner**, creator and director of "The Freshman Year Experience Conferences" which are held in several locations across the nation and internationally. You will want to attend this if in any way your work involves helping the first-year student to adjust to college and experience academic success. **Workshop #2 "GRE Test Preparation"** will be conducted by **Dr. Carl G. Sullivan**, Project Director for the GRE General Test. College/university junior and senior level students and faculty responsible for counseling on graduate admissions should be sure to attend. This workshop will be a golden opportunity and a valuable practical experience for students interested in graduate school.

The official conference opening will be after lunch with the dynamic **Jesse McCrary, Jr., Esquire**, former Secretary of the State of Florida. He will uniquely and vividly describe the black youth crisis in education. The first of three concurrent sessions will follow. After dinner in General Session II, we shall feature **Dr. Eva C. Wanton**, hosting a "talk-show" with local students and teachers discussing the pros and cons of standardized testing and assessment. Following you'll have to hold on to your seat belts when **Les Brown**, "The Motivator" takes the stage to carry the audience to heights unknown. The evening will be capped off with a Get-Acquainted Reception.

In the third General Session, on **Wednesday, November 8, 1989**, **Dr. James Crouse**, co-author of "The Case Against the SAT" will review significant data from his seven years of research prior to writing the book. You can plan to purchase a copy and have it autographed. The second set of Concurrent Sessions will convene after **Dr. Crouse's** presentation.

A Luncheon Forum constitutes the fourth General Session. The participants will be representatives of the major firms which produce standardized tests and/or measure

achievement. This will include such as: The College Board, Educational Testing Service, American College Testing Program and Psychological Corporation. Dr. Israel "Ike" Tribble will serve as the moderator.

The fifth and sixth General Sessions, on Thursday, November 9, 1989, will feature Dr. Arnold Mitchum and Dr. Richard Fairley, respectively. We'll hear about a national program that has been very effective in designing and implementing support services for minority students to achieve success in college. We'll see some astonishing statistics on the status of minorities in higher education and projections for the 21st Century. The last of the Concurrent Sessions is sandwiched between these two General Sessions. A conference dinner on the pool deck and Reggae entertainment will complete the evening.

On Friday, November 10, 1989, the time arrives for closing the conference. Over breakfast we shall gather in groups according to our special interests, exchange ideas on approaches to utilizing information gained at the conference and officially bring closure to this fifth gathering.

Immediately following each session and during the entire conference, cassette tapes of speakers can be purchased from the recording firm located in the ballroom foyer. Order forms will be available too. Two speakers, Jesse McCrary and Les Brown will not be recorded. The Longhorn Radio Network will broadcast conference highlights on the "In Black America" series. Check your local radio stations for scheduled broadcasts.

Clinita A. Ford, Ph.D.
Founder and Director

CONFERENCE STAFF

Clinita A. Ford, Ph.D.
Conference Director

Dr. Michael Abazinge
Mr. Tracy Belmear
Mrs. Gerri Chambers
Ms. Policia Cook
Mr. Henry Ellison
Mrs. Farhideh Fahimipour

Mr. Darian Jacobs
Mrs. Gladys Johnson
Ms. Adel Manatee
Ms. Janice Nails
Dr. Paula Queenan
Mr. Joe Roache

GENERAL INFORMATION

Airport Transportation: The **SUPER SHUTTLE** is the recommended transportation between the hotel and airport. The fare is \$8.00 one-way. If you have the \$1.00 discount coupon the fare is \$7.00. You can request a coupon at the conference registration desk if you did not receive one in the mail. Make your reservation with the conceirge in the hotel lobby for your departure to the airport.

Badges: Conferences badges should be worn to **all** sessions. This certifies that you are a registered participant and permitted to attend the sessions.

Dining: In the hotel the **Copa Cafe** is open for regular meals as follows:

Breakfast	6:30AM - 10:30AM
Lunch	11:30AM - 3:00PM
"Snacks"	3:00PM - 5:00PM
Dinner	5:00PM - 11:00PM

The **Brown Bag Deli** is open 24 hours.

Emergencies: Let your family and office know how to contact you in case of emergency. For the same reason we need your local address and phone number.

Fire: Please read the fire precautions information in your hotel room. If the fire alarm sounds - **leave immediately** - even if you "think" it is a false alarm. Use the stairway exits. **Do not use the elevators.**

Hotel Checkout: The checkout time is 12:00N. The conference closes prior to checkout time. If you registered with a credit card you can take advantage of Video Checkout - using the TV set in your hotel room.

Meals: The conference fee includes a reception (light snacks), two luncheons, a dinner and a breakfast.

Message: A message board will be located in the registration area. Please check periodically for your messages.

Security/Safety: Do not leave luggage, purses, wallets, attaches or anything of value unattended. Always use the safety lock when in your room. Notify the hotel immediately if you lose your room key.

Shopping: The hotel is located across the street from the Bal Harbour Shops, a distinctive collection of the world's premier boutiques and specialty stores. To name a few of the hundred shops, you will find Bonwit Teller, Cartier, Gucci, Neiman Marcus and Saks Fifth Avenue.

Smoking: There will be No Smoking in conference sessions. Smoking will be permitted at the Reggae Dinner on the pool deck.

Tapes: Cassette tapes of all speakers, except Jesse McCrary and Les Brown, will be available in the ballroom lobby immediately after each session and during the full conference. The recording firm will handle the sales and mail orders.

Telephones: There is a hotel surcharge of \$1.00 per call, including 1-800 calls. The charges will be billed to your room account.

BENEFITS OF CONFERENCE

Through attendance at the conference participant will have the opportunity:

- . To participate in a national forum for the exchange of ideas and information
- . To improve your knowledge and skills in designing and implementing student retention programs
- . To explore issues that influence the retention of black students in higher education
- . To gain information that will be helpful toward improving existent student retention programs
- . To interact with peers from institutions and organizations nationwide
- . To identify new initiatives and practices
- . To become acquainted with exemplary student retention models which may be adaptable for use at your institution

CONFERENCE PROGRAM PARTICIPANTS

Participant/State	Day	Time	Location
Abatso, Yvonne (TX)	Thursday	10:00AM	Garden Terrace B
Achtchi, Hossein (FL)	Wednesday	8:30AM	Ballroom B-C-D
Affleck, Arthur (NY)	Wednesday	12:30PM	Ballroom B-C-D
Akst, Geoffrey (NY)	Wednesday	10:00AM	Ballroom A
Albright, John W. (VA)	Tuesday	3:00PM	Ballroom B
Alcorn, Marie (DC)	Tuesday	3:00PM	Ballroom B
Allen, Maxine B. (VA)	Tuesday	3:00PM	Ballroom B
Allen, William L. (OH)	Thursday	10:00AM	Eastward
Anderson, James (PA)	Tuesday Wednesday	7:00PM 8:30AM	Ballroom A Ballroom B-C-D
Andre, Karen (FL)	Tuesday	7:00PM	Ballroom A
Andrews, Archie (MI)	Tuesday	3:00PM	Ballroom C
Belcher, Bernice (FL)	Tuesday	7:00PM	Ballroom A
Belcher, Marcia (FL)	Tuesday	7:00PM	Ballroom A
Belle, Jr., Robert L. (FL)	Wednesday	10:00AM	Garden Terrace B
Berry, Henry L. (MS)	Tuesday	3:00PM	Pan-American
Beverly-Grant, Cheryl (CA)	Tuesday	3:00PM	Ballroom D
Bolden, Ira (KS)	Thursday	10:00AM	Caribbean
Brantley, Helen (SC)	Wednesday	10:00AM	Eastward
Brown, Les (MI)	Tuesday	8:30PM	Ballroom A
Bryant, Dwayne (FL)	Tuesday	7:00PM	Ballroom A
Burgess, Michael (OH)	Wednesday	10:00AM	Caribbean
Butler, Anne S. (KS)	Thursday	10:00AM	Caribbean
Campbell, Arthur R. (AL)	Wednesday	10:00AM	Pan-American
Carreathers, Kevin (TX)	Wednesday	10:00AM	Eastward

Carstensen, Don (IA)	Wednesday	12:30PM	Ballroom B-C-D
Chonich, Milan M. (MI)	Tuesday	3:00PM	Garden Terrace B
Clark, Sulayman (NJ)	Wednesday	8:30AM	Ballroom B-C-D
Coatie, Robert (KY)	Thursday	10:00AM	Ballroom A
Collier-Watson, Betty (DC)	Tuesday	3:00PM	Ballroom D
Collins, Vanneise A. (TX)	Wednesday	10:00AM	Ballroom A
Conoly-Simmons, Joyce (NY)	Thursday	10:00AM	Caribbean
Cook, Policia (FL)	Tuesday	1:00PM	Ballroom A
Cox, Keno (FL)	Tuesday	7:00PM	Ballroom A
Crouse, James (DE)	Wednesday	8:30AM	Ballroom B-C-D
Cuffy, Laurian (KS)	Thursday	10:00AM	Caribbean
Currie, Tom (OH)	Wednesday	10:00AM	Floridian
Daniel-Clarke, Kim (NJ)	Thursday	10:00AM	Eastward
Davis, Donald L. (NJ)	Wednesday	10:00AM	Caribbean
Day, Georgia F. (CT)	Wednesday	10:00AM	Floridian
	Thursday	1:00PM	Ballroom B-C-D
Dillard, Diane (OH)	Tuesday	3:00PM	Garden Terrace B
Dixon, Earl (MI)	Thursday	10:00AM	Eastward
Ellison, Viola Gray (AR)	Tuesday	3:00PM	Floridian
	Thursday	10:00AM	Ballroom A
Fahimipour, Farhideh (FL)	Tuesday	3:00PM	Floridian
	Wednesday	10:00AM	Garden Terrace A
Fairley, Richard (DC)	Thursday	1:00PM	Ballroom B-C-D
Fitts, Jean (NJ)	Thursday	8:30AM	Ballroom B-C-D
Ford, Clinita A. (FL)	Tuesday	1:00PM	Ballroom A
	Wednesday	10:00AM	Garden Terrace A
	Friday	8:30AM	Ballroom B-C-D
Garcia, Peter A. (CA)	Tuesday	3:00PM	Ballroom D
Gardner, John (SC)	Tuesday	9:00AM	Eastward
Gayles, Anne R. (FL)	Thursday	10:00AM	Ballroom A

Gennett, Nicholas (VA)	Tuesday	3:00PM	Ballroom B
Gilmore, Steven (FL)	Tuesday	7:00PM	Ballroom A
Goodrum, Clyde A. (FL)	Tuesday	3:00PM	Ballroom C
Granberry, Dorothy (TN)	Tuesday	3:00PM	Ballroom C
Green, Janice (MI)	Tuesday	3:00PM	Pan-American
Guillory-Taylor, Velma (CA)	Tuesday	3:00PM	Ballroom D
Hammond, Ronald A. (FL)	Tuesday	9:00AM	Floridian
	Tuesday	1:00PM	Ballroom A
	Thursday	10:00AM	Pan-American
Harper, E. Jean (OH)	Thursday	10:00AM	Pan-American
Harrison, Lynda (AL)	Thursday	10:00AM	Garden Terrace B
Hayes, Malinda L. (FL)	Tuesday	3:00PM	Garden Terrace A
	Thursday	8:30AM	Ballroom B-C-D
Heard, Michelle H. (AR)	Thursday	10:00AM	Ballroom A
Henderson, Thomas (LA)	Tuesday	3:00PM	Floridian
Hill, James (AZ)	Thursday	8:30PM	Ballroom B-C-D
Hobbs, Vivian (FL)	Tuesday	8:30PM	Ballroom A
Hogg, Richard A. (FL)	Tuesday	1:00PM	Ballroom A
Humphries, Frederick (FL)	Tuesday	1:00PM	Ballroom A
Hyratt, Josh (FL)	Tuesday	7:00PM	Ballroom A
Jenkins, Sebetha (OH)	Friday	8:30AM	Ballroom B-C-D
Johnson, Shirley M. (FL)	Wednesday	10:00AM	Ballroom A
Johnson, Simon O. (FL)	Wednesday	12:30PM	Ballroom B-C-D
	Thursday	10:00AM	Garden Terrace B
Jones, Andrew C. (MD)	Thursday	10:00AM	Ballroom A
Jones, Jr., C. D. (OK)	Thursday	10:00AM	Caribbean
Jones, Dion (DC)	Tuesday	3:00PM	Ballroom D
Kahn, Robert M. (OH)	Thursday	10:00AM	Garden Terrace B
Keene, Cecil B. (FL)	Tuesday	1:00PM	Ballroom A

Kemp, Arthur D. (MO)	Wednesday	10:00AM	Garden Terrace B
King, Mary F. (GA)	Thursday	10:00AM	Eastward
Lang, Marvel (MI)	Tuesday	1:00PM	Ballroom A
	Wednesday	10:00AM	Floridian
	Friday	8:30AM	Ballroom B-C-D
Langston, Timothy (IN)	Tuesday	7:00PM	Ballroom A
Lassiter, III, Wright (TX)	Thursday	10:00AM	Garden Terrace B
Lawrence, Edith (WA)	Thursday	10:00AM	Floridian
Lewis, Margaret (TX)	Thursday	10:00AM	Garden Terrace B
Lundy, Harold (LA)	Thursday	10:00AM	Pan-American
Lyons, Catherine (PA)	Tuesday	3:00PM	Garden Terrace A
Malone, Rubie M. (NY)	Wednesday	10:00AM	Eastward
Mayfield, Carolyn (VA)	Tuesday	3:00PM	Ballroom B
McCrary, Jesse (FL)	Tuesday	1:00PM	Ballroom A
McKinney, Karen S. (GA)	Thursday	10:00AM	Eastward
McKnight, Clifton (SD)	Thursday	10:00AM	Garden Terrace A
McKnight, Mamie L. (TX)	Tuesday	3:00PM	Ballroom C
McMillan, James (FL)	Tuesday	7:00PM	Ballroom A
McVorrnan, Marcelle A. (IN)	Wednesday	10:00AM	Ballroom A
Mindle, Grant (TX)	Thursday	10:00AM	Garden Terrace A
Mitchem, Arnold (DC)	Thursday	8:30AM	Ballroom B-C-D
Moyer, Ruth Ann (OH)	Tuesday	3:00PM	Garden Terrace B
Novels, Alphonse N. (PA)	Tuesday	9:00AM	Eastward
	Wednesday	10:00AM	Pan-American
Oates, Louis S. (MI)	Thursday	10:00AM	Ballroom A
Padula, Mary (NY)	Wednesday	10:00PM	Caribbean
Peace, Wallace O. (MI)	Tuesday	3:00PM	Garden Terrace B
Perkins, Simon (IN)	Friday	8:30AM	Ballroom B-C-D
Pinkston, Martha (FL)	Thursday	10:00AM	Garden Terrace B

Primas, William (FL)	Tuesday	7:00PM	Ballroom A
Restrepo, Claudia (FL)	Tuesday	7:00PM	Ballroom A
Riggs, Robert O. (TN)	Thursday	10:00AM	Eastward
Roman, Fernando (AZ)	Tuesday	3:00PM	Garden Terrace B
Rotatori, Anthony F. (CT)	Wednesday	10:00AM	Floridian
Rutherford, Linda (TX)	Tuesday	3:00PM	Pan-American
Scott, Xavier (FL)	Tuesday	7:00PM	Ballroom A
Sharif, Jonaïd (VA)	Wednesday	10:00AM	Caribbean
Sherrod, Roy A. (AL)	Thursday	10:00AM	Garden Terrace B
Simmons, Bette (NJ)	Wednesday	10:00AM	Garden Terrace A
Simpson, Renee (FL)	Wednesday	10:00AM	Garden Terrace B
Slack, Valda L. (FL)	Wednesday	10:00AM	Pan-American
Small, Donald R. (SC)	Wednesday	10:00AM	Eastward
Smith, Daniel (NY)	Wednesday	10:00AM	Garden Terrace B
Smith, Forrest D. (LA)	Tuesday	3:00PM	Floridian
Smith, Marzell (FL)	Thursday	10:00AM	Floridian
Stephens, Charles (OH)	Friday	8:30AM	Ballroom B-C-D
Stewart-Dowdell, Betty (FL)	Wednesday	10:00AM	Pan-American
	Thursday	10:00AM	Garden Terrace A
Stokes, George (DC)	Wednesday	8:30AM	Ballroom B-C-D
	Thursday	1:00PM	Ballroom B-C-D
Sulek, Robert P. (MA)	Tuesday	3:00PM	Garden Terrace A
Sullivan, Carl G. (NJ)	Tuesday	9:00AM	Floridian
Taylor, Terrence (FL)	Tuesday	7:00PM	Ballroom A
Tomlinson, Louise M. (GA)	Wednesday	10:00AM	Floridian
Tribble, Israel (FL)	Wednesday	12:30PM	Ballroom B-C-D
Turner, Ralph (FL)	Wednesday	10:00AM	Pan-American
Waites, Carrie (VA)	Tuesday	3:00PM	Ballroom B

Wallace, James (NJ)	Tuesday	3:00PM	Pan-American
Wanton, Eva C. (FL)	Tuesday	7:00PM	Ballroom A
	Wednesday	12:30PM	Ballroom B-C-D
Washington, Earl M. (MI)	Thursday	10:00AM	Floridian
Washington, Wenifort C. (OH)	Thursday	10:00AM	Pan-American
Weems, Sherryl D. (NY)	Wednesday	10:00AM	Ballroom A
Wileman, Shirley (SD)	Thursday	10:00AM	Garden Terrace A
Williams, Donald (MI)	Thursday	10:00AM	Pan-American
Williams, Regina (OH)	Tuesday	3:00PM	Garden Terrace A
Wimberly, Willie J. (NY)	Wednesday	10:00AM	Garden Terrace B
Wright, Bessie (NY)	Wednesday	10:00AM	Eastward
Yarmove, Jay A. (OH)	Wednesday	10:00AM	Eastward
Zerom, Tewelde B. (LA)	Thursday	10:00AM	Pan-American
Zieky, Michael (NJ)	Wednesday	12:30PM	Ballroom B-C-D

**LIST OF STATES AND NUMBER OF INSTITUTIONS/AGENCIES/ORGANIZATIONS
PARTICIPATING IN PREVIOUS CONFERENCES**

Alabama (18)	Kentucky (9)	Oklahoma (5)
Arizona (4)	Louisiana (11)	Oregon (4)
Arkansas (6)	Maryland (28)	Pennsylvania (34)
California (29)	Massachusetts (26)	Rhode Island (34)
Colorado (4)	Michigan (21)	South Carolina (22)
Connecticut (15)	Minnesota (6)	South Dakota (2)
Delaware (3)	Mississippi (8)	Tennessee (11)
Dist. of Columbia (22)	Missouri (4)	Texas (22)
Florida (67)	Nebraska (2)	Utah (1)
Georgia (34)	New Hampshire (1)	Vermont (1)
Illinois (15)	New Jersey (54)	Virginia (22)
Indiana (8)	New York (93)	Washington (11)
Iowa (4)	North Carolina (24)	West Virginia (1)
Kansas (2)	Ohio (26)	Wisconsin (5)

CONCURRENT SESSION FACILITATORS

CC-I (3:00pm-5:15pm)

Tuesday November 7, 1989

1. Marie Alcorn
2. Archie Andrews
3. Cheryl Beverly-Grant
4. Viola Gray Ellison
5. Catherine Lyons
6. Fernando Roman
7. Linda Rutherford

CC-II (10:00AM-12:15PM)

Wednesday November 8, 1989

1. Geoffrey Akst
2. Michael Burgess
3. Kevin Carreathers
4. Tom Currie
5. Bette Simmons
6. Daniel Smith
7. Ralph Turner

CC-III (10:00AM-12:45PM)

Thursday November 9, 1989

1. Robert Coatie
2. Joyce Conoly-Simmons
3. Earl Dixon
4. Edith Lawrence
5. Grant Mindle
6. Martha Pinkston
7. Donald Williams

PRECONFERENCE WORKSHOPS

TUESDAY

NOVEMBER 7, 1989

9:00AM - 11:30AM

"Freshman Year Experience"

Dr. John Gardner

Eastward Room

"GRE Test Preparation"

Dr. Carl G. Sullivan

Floridian Room

No additional charge to conference

Conference Agenda

Sheraton Bal Harbour Hotel

Miami Beach, Florida

MONDAY - November 6, 1989

6:00PM - 10:00PM

Registration

TUESDAY - November 7, 1989

8:00AM - 10:00PM
9:00AM - 11:30AM
11:30AM - 1:00PM
1:00PM - 2:45PM
3:00PM - 5:15PM
5:15PM - 7:00PM
7:00PM - 8:15PM
8:30PM - 10:00PM
10:00PM - 11:30PM

Registration
Pre-Conference Workshops
Lunch (On-Your-Own)
General Session I
Concurrent Session I
Dinner (On-Your-Own)
General Session II-A
General Session II-B
Reception

WEDNESDAY - November 8, 1989

8:00AM - 4:00PM
8:30AM - 9:45AM
10:00AM - 12:15PM
12:30PM - 3:00PM

Registration
General Session III
Concurrent Sessions II
General Session IV
(Luncheon Forum)

Evening

Enjoy Miami Beach
(On-Your-Own)



THURSDAY - November 9, 1989

8:00AM - 1:00PM
8:30AM - 9:45AM
10:00AM - 12:45PM
1:00PM - 3:30PM

Registration
General Session V
Concurrent Sessions III
General Session VI
(Luncheon)

Mid-Afternoon

6:00PM - 9:00PM

Enjoy the Beach
Cash Bar, Dinner and
Reggae

FRIDAY - November 10, 1989

8:30AM - 10:30AM

General Session VII
Roundtable Retention
Networking
Breakfast Closing

Dr. John Gardner

Dr. Gardner is the Vice Chancellor for University Campuses and Continuing Education at the University of South Carolina (USC). He also serves as Director of the University's nationally acclaimed freshman seminar program, and the Director and Host of USC's series of conferences on "The Freshman Year Experience". In addition to these responsibilities Dr. Gardner holds a tenured professorship in the University's College of Library and Information Science. Dr. Gardner is the recipient of the university's highest award for teaching excellence, the AMOCO Foundation Outstanding Teaching Award for Columbia Campus of the University of South Carolina. In 1986 he was selected by the American Association for Higher Education as one of 20 faculty in the United States to be recognized in a "Faculty Salute" and featured in a special issue of "Change" magazine for outstanding leadership contributions to institutions in American higher education. Dr. Gardner's nineteen year career at the University of South Carolina has been centered on teaching, service and administration, he has also been active in faculty governance. Much of this time is spent with the Freshman Year Experience for which he has developed a very successful series of conferences both nationally and internationally. Dr. Gardner has also found time to deliver hundreds of speeches, papers, lectures and presentations. His publication of papers, books and articles are numerous.



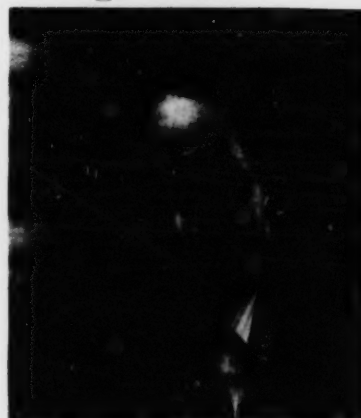
Dr. Carl G. Sullivan

Project Director
GRE General Test

Photo and Resume not available

Jesse J. McCrary, Jr., Esquire

A Florida native in the truest sense. Mr. McCrary attended the Florida public schools in Marion County, and received his undergraduate and law degrees from Florida A and M University. In 1966, Mr. McCrary was admitted to the Florida Bar; served as Florida's Assistant Attorney General and Florida's Secretary of State. In the latter position he had the distinction of being Florida's first black cabinet member in 110 years. Today Mr. McCrary is the Senior Partner with the Law Firm of McCrary and Self in Miami, Florida. Throughout Mr. McCrary's career he has been the prime mover in several significant Constitutional cases in Florida dealing with the judicial process. Mr. McCrary has also served on numerous Florida boards and commissions. Outstanding among these are the 11th Circuit Nominating Commission and the Governor's Commission on Judicial Reform. Along with his government service and his successful Law practice, Mr. McCrary is currently active in many organizations including the NAACP and the Board of Directors of the Florida Lawyer Mutual Insurance Company. Justifiably, Mr. McCrary has received numerous awards and honors such as the Outstanding Lawyers in Florida, an award he has earned three times, and the Award for Outstanding Contributions to the Florida Constitution Revision Committee. Throughout all of this Mr. McCrary has found time to author a book, *"The Black Lawyer"*.



Dr. Eva C. Wanton

Dr. Wanton is indeed a multifaceted individual. Not only is she an educator, administrator, lecturer, consultant and adjudicator; she is also a professional in the media, having hosted her own television and radio talk shows. This Georgia native who currently serves as Dean of the School of General Studies at Florida A and M University received her B.S. degree from Savannah State College. She earned her masters and doctorate degrees in Spanish and Literature from the Interamerican University in Saltillo, Mexico, and a second in Educational Leadership from Florida State University. For most, this would seem enough, but not for Dr. Wanton. She furthered her education by attending Harvard University and completing a summer of study. As a community leader, Dr. Wanton finds time to work with many local, civic, political and philanthropic groups. On the national level, she presently serves as the National President of the prestigious Jack and Jill of America, Inc. In this capacity, she works with the 199 chapters nationwide and with the Jack and Jill Foundation. Also, she is a member of the Board of Directors for Project LEAD, Links Foundation, Inc.



Les Brown

Les Brown, a motivational speaker and trainer, has been called a catalyst for action and a messenger of hope. He has taught thousands the techniques he has used to overcome his own obstacles. Les Brown was born a man of limited means and yet he has achieved great success. He was born to a single mother with limited formal education and financial means but a rare richness of heart. Not motivated by formal education, Les Brown was labelled as "educably mentally retarded", a stigma that stayed with him for years and damaged his self-esteem. This labelling caused him to resist formal education after high school and pursue a path of self education. Les's hunger to learn and his passion to "succeed" helped him rise from a "hip-talking" disc jockey to a three term Ohio State Legislator, and nationally acclaimed public speaker. Throughout his career Les has been honored with over 80 awards for community service, and advocacy for rights of the ignored. He has been recognized by Esquire Magazine and Jesse Jackson. Les Brown is truly an example of the power of motivation as a tool to move people to new personal heights.



Dr. James Crouse

Dr. Crouse has had an illustrious career as an educator. He has held professorships at numerous institutions of higher education, most notably at the University of Cambridge as well as Visiting Scholar and Research Fellow. Dr. Crouse earned his B.A. degree from William & Mary and his Doctorate from Northwestern. He has authored numerous texts, treatises and articles dealing with the construct validity of the Scholastic Aptitude Test (SAT) as a proper method of evaluation. Throughout Dr. Crouse's career he has presented numerous papers dealing with such subjects such as the SAT and the overall learning process. Dr. Crouse's interests are not limited to aptitude testing and learning processes, he also has distinguished himself in the areas of prose interpretational and the determinants of economic success. Along with these significant accomplishments he has found time to sponsor research in a variety of areas and serve on several advisory boards including the Editorial Board of the University of Delaware Press.



Dr. Israel 'Ike' Tribble, Jr.

Dr. Israel "Ike" Tribble, Jr. is the true definition of a mover and a shaker in his role as President and CEO of the Florida Endowment Fund for Higher Education, a position he has held since 1985. In this role he is responsible for a 17.5 million dollar budget specifically earmarked for black doctoral candidates and minority junior faculty fellowships. This is by far not the only impressive position Dr. Tribble has held. Along with this Dr. Tribble has been; Associate Chancellor for Academic Affairs for the State University System of Florida, Executive Director of the McKnight Programs as administered by the Florida Association of Colleges and Universities, a Provost at Bethune-Cookman College, both a Carnegie and Rockefeller Intern, an Instructor of History at Mills College in San Francisco, a Consultant for the American Association of State Colleges and Universities, a Captain in the U.S. Army specializing in Army Intelligence and Security and a Wrestling Coach. Dr. Tribble received his B.A. at Montclair State College in New Jersey; his M.S. in School Administration from California State University; his M.A. in Administration and Policy Analysis and his Doctorate in Education from Stanford University. Dr. Tribble has been honored by the Army, and several learned societies. Dr. Tribble has found time to author over 19 publications dealing with such topics as Motivational Counseling to Desegregation in Higher Education.



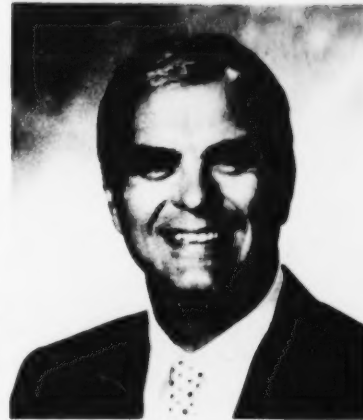
Arthur G. Affleck, Esquire

Currently Mr. Affleck is the Director of the Student Search Service and Associate Director of the Admissions Testing Program for The College Board. In these capacities Mr. Affleck is responsible for managing the Student Search Service Program, nationally, including marketing and evaluation of services, interpreting policy, operational oversight, program design and development, publications, planning and budgeting. He is also responsible for the marketing, distribution, evaluation, and revision of the new *HelperOne* software product for colleges and directing the continuation of the *Admissions Strategist* publication, including the solicitation and review of all articles. Prior to his present position Mr. Affleck was the associate director of the Admissions and Guidance Services of The College Board, Director of Admissions, Tuskegee University, Adjunct Faculty member of the Tuskegee School of Business, Law Clerk for the Law Firm of Hudson, Leftwich & Davenport in Washington, DC, and Special Assistant to the Dean of Students at Tuskegee. Mr. Affleck was born in Brooklyn, New York, received his B.S. from Tuskegee University in Biology; continued his studies at Auburn University and achieved his Doctorate of Jurisprudence from the American University College of Law.



Donald J. Carstensen

Donald J. Carstensen is currently Vice President of the Educational Services Division of The American College Testing Program (ACT). He originally joined ACT in 1972. During his tenure with ACT, Mr. Carstensen has frequently come into contact with secondary and post-secondary educators. Currently he works with two-year and four-year colleges as they examine issues relating to retention, advising, financing higher education, and marketing higher education. In addition, Mr. Carstensen is involved with school and agency-based secondary school counselors and administrators in building strategies for the delivery of career and educational planning support services. Mr. Carstensen presents numerous seminars for ACT on such subjects as retention, recruitment and enrollment management. Most notable was his presentation to the 3rd annual Governor's Conference of the Missouri Coordinating Board of Higher Education, on the subject of student retention and recruitment. Mr. Carstensen also was instrumental in ACT's project ACCION, a program targeted to improve minority performance on the ACT. Prior to joining ACT Mr. Carstensen held several administrative positions, after finishing his undergraduate and graduate studies at the University of Wisconsin.



Dr. Michael J. Zieky

Presently Dr. Zieky serves as the Principal Measurement Specialist for Educational Testing Services. Prior to this position Dr. Zieky was the Senior Examiner for Reasoning and Measurement Group, School and Higher Education Programs, and Elementary and Secondary School programs. He was also an Examiner for the Verbal Aptitude Department of Educational Testing Services. Dr. Zieky received his B.A. in English from the University of Vermont, his M.A. in English from the University of Connecticut and his Ph.D. in Educational Research and Computer Analysis from the University of Connecticut. Dr. Zieky has given many speeches and produced numerous publications in the fields of testing and measurement. He has presented papers before the Eastern Psychological Association and to the Principals Association of the Hua Chong Junior College in the Republic of Singapore as well as the Phillipine Normal College in Manila. Dr. Zieky has dedicated his career to tests for teachers and for students and the "validity" of tests.



Dr. Arnold L. Mitchem

Dr. Mitchem is currently the Executive Director of the National Council of Educational Opportunity Associations, a position he has held since 1986. In this capacity he is responsible for all aspects of management and coordination of activities for the national association, which represents administrators, counselors and teachers involved with low-income, minority and other disadvantaged students in Educational Opportunity programs. Previous to this position he was the Director of the Educational Opportunity Program of Marquette University. Dr. Mitchem's other professional experience comes in the areas of; Professor, Lecturer, Executive Secretary of the Mid-American Association of Educational Opportunity Program Personnel and the first President of the Mid-American Association of Educational Opportunity Program Personnel. Dr. Mitchem has matriculated at several institutions of higher education, receiving his Ph.D. from Marquette in 1981. Throughout his career, Dr. Mitchem has won several awards and fellowships including the prestigious "Educational Alumnus of the Year Award" from Marquette in 1988 and a Woodrow Wilson Fellowship in 1966. Dr. Mitchem has given numerous speeches throughout the nation and testimonies before the U.S. Congress. Dr. Mitchem has also found time to publish several works and serve on many Boards and Commissions.



Dr. Richard L. Fairley

Dr. Fairley has had a distinguished career. He presently serves as the Director of the Higher Education Program Services for the U.S. Department of Education. In this capacity, he is responsible for the nationwide administration of 34 higher education programs for 3,157 institutions and over 660 million dollars in annual appropriations. In addition, he is a Professorial Lecturer at the Graduate School of Education for George Washington University. Prior to his present post, Dr. Fairley held several other administrative posts with the Department of Education dating back to 1964. Dr. Fairley has authored a long and impressive list of materials dealing with Title I, and programs for educationally deprived children. In addition to these responsibilities Dr. Fairley has been a guest lecturer at several distinguished institutions of higher learning including Stanford University and Clark College. In recognition of Dr. Fairley's dedication he has been honored with numerous fellowships and awards including Presidential Awards. In addition, Dr. Fairley is affiliated with several professional organizations and affiliations.



GENERAL SESSION I

Tuesday - November 7, 1989

1:00PM - 2:45PM
Ballroom A

Presiding - Dr. Clinita A. Ford
Conference Founder and Director

Prelude Mr. Ronald Hammond
Director
Minority Student Support Services
University of Miami (FL)

Call to Order

Words of Inspiration.... Dr. Marvel Lang
Director
Center for Urban Affairs
Michigan State University

Conference Overview..... Dr. Clinita A. Ford

Greetings Miss Policia Cook, Vice-President
Student Government Association
Florida A and M University

Dr. Richard A. Hogg, Provost
Vice President Academic Affairs
Florida A and M University

Regent Cecil B. Keene, Member
Florida Board of Regents
State University System of Florida

Remarks Dr. Frederick S. Humphries
President
Florida A and M University

Introduction of Speaker. Dr. Robert Belle, Director
Minority Student Service
University of Central Florida

Speaker Honorable Jesse McCrary, Jr. Esq.
Former Secretary of State
State of Florida

**TOPIC: "The Black Youth Crisis: Knocking on
Closed Doors of Education"**

Announcements

CONCURRENT SESSIONS I
Tuesday, November 7, 1989
3:00PM - 5:15PM

BALLROOM B

- 055 Minority Student Retention in Higher Education
- 100 Marketing Higher Education to Minority Students Through a Two-Year College Head Start Program

BALLROOM C

- 091 Tackling the CLAST: Doing Less and Doing It Better
- 092 TASP: Texas Style Assessment and the Implications for Statewide Minority Retention in Higher Education
- 101 Entering ACT Score and Response Patterns on the ACT - COMP in the Senior Year

BALLROOM D

- 057 Teacher Competency Testing: A Dilemma for Blacks, Hispanics and other Minorities in Higher Education
- 058 Use of Transitional Programs as a Strategy to Address Low Test Scores

FLORIDIAN

- 065 The Recruitment and Retention of High Ability Minority Engineering Students at a Predominantly White Southern University
- 093 Engineering and Scientific Professions: Factors Influencing the Retention of Minority Students in Technical Careers "A Cost Effective Design for Retaining Minority Students"
- 117 A Retention Prediction Model

GARDEN TERRACE A

- 110 Racism, Retention and Possible Solutions
- 112 Just For Us College Women
- 070 Successful Graduation of College Basketball Players - Case Study of Indiana University During Coach Knight's Tenure (1972 - Present)

GARDEN TERRACE B

- 068 Proper Scheduling Following Testing is a Significant Factor in (a) Retention of the Adult Minority Student and on (b) Our Budgets
- 116 The Myth of Traditional Predictors for Minority Students' Success

PAN-AMERICAN

- 050 The Budget as an Instrument of Public Policy: An Update of New Jersey's Statewide Minority Enrollment Initiatives
- 090 Minority Programs and Assessments: An Innovative Approach to Retention and Graduation
- 096 Retaining and Graduating Minority Students in Higher Education and Higher Education's Response to the Needs of Minority Students

HISTORICAL NOTE

The conference is not a membership organization. It was initiated as a project by Florida A and M University, a historically black college. The project emerged from the university's Title III Program which was focused on student retention. Through your support the project has developed into an annual conference. This is the only national conference initiated and conducted by a black college, addressing issues on the education of black students. Dr. Frederick S. Humphries is our president.

GENERAL SESSION II-A

Tuesday - November 7, 1989

**7:00PM-8:15PM
Ballroom A**

Presiding: Dr. James Anderson
Associate Professor of Psychology
Indiana University of Pennsylvania

Student/Faculty Panel - A Talk Show

Panel Introductions..... Mrs. Bernice O. Belcher
Administrator
Student Services Division
Miami-Dade Community College

Panelists

Karen Andre, Sophomore
Communication
Florida Internat'l Univ

James McMillan, Senior
Hialeah Miami-Lakes Senior High

Dr. Marcia Belcher
Research Associate Senior
Miami-Dade Comm College

Dr. William Primus, Professor
Political Science
Miami-Dade Community College

Dwayne Bryant, Sophomore
Florida Internat'l Univ

Claudia Restrepo, Sophomore
Graphic Service
Miami-Dade Community College

Steven Gilmore, Graduate
Communication
Miami-Dade Comm College

Xavier Scott, Senior
Hialeah Miami-Lakes Senior High

Josh Hyratt, Sophomore
Phi Theta Kappa Honor Soc
Miami-Dade Comm College

Terrence Taylor, Grad Student
Political Science
Florida Internat'l University

Hostess Introduction ... Dr. Timothy Langston, Dean
Student Affairs
Indiana/Purdue University

Panel Hostess Dr. Eva C. Wanton, Dean
School of General Studies
Florida A and M University

**TOPIC: "Viewpoints on Standardized Testing
and Assessment"**

Announcements

8:15PM - 8:30PM

BREAK

GENERAL SESSION II-B

Tuesday - November 7, 1989

**8:30PM-10:00PM
Ballroom A**

**Presiding: Mrs. Vivian Hobbs
Assistant Professor
School of General Studies
Florida A and M University**

Introduction of Speaker

**Speaker Mr. Les Brown, The Motivator
Les Brown, Unlimited
Detroit, Michigan**

**TOPIC: "The Power of a Larger Vision for
Enhancing Student Achievement"**

Announcements

CONFERENCE RECEPTION

Tuesday - November 7, 1989

**10:00PM-11:30PM
Ballroom B-C-D**

Cash Bar and Light Refreshments

GENERAL SESSION III

Wednesday - November 8, 1989

8:30AM-9:45AM
Ballroom B-C-D

Presiding: Mr. Hossein Achtchi
Senior Administrative Analyst
Office for Equal Opportunity
Florida Board of Regents

Thoughts for the Day..... Mr. George Stokes
Program Officer
Institute of
International Education

The Retention Newsletter Dr. James Anderson
Associate Professor of
Psychology
Indiana University of
Pennsylvania

Introduction of Speaker Dr. Sulayman Clark
Vice President
Minority Affairs
Woodrow Wilson Fellowship
Foundation
Princeton, New Jersey

Speaker Dr. James Crouse, Co-author
The Case Against the SAT
University of Chicago Press
1988

TOPIC: "A Review of The Case Against the SAT"

Take home a copy of the book.

Announcements

CONCURRENT SESSIONS II
Wednesday, November 8, 1989
10:00AM - 12:15PM

BALLROOM A

- 074 Distorted Perceptions, Faculty Judgements - Testing, Assessment and the Minority Student
- 118 College Training and the Non-Formally Trained Black Musician

CARIBBEAN

- 054 Inadequacies of Language Skills Testing and the Need for Bold Alternatives
- 072 Assessment of Entering Students' Educational Objectives at an Urban Community College with Recommendations for Academic Advisement, Transfer Counseling and Retention
- 107 Glassboro State College's Program for the Retention of Minority Students - A Comprehensive Academic and Support Service Program

EASTWARD

- 102 The Behavior Modification Thinking and Test-Taking Model for the At-Risk College Student
- 061 Testing as a Retention Tool for the Disadvantaged Students: Counseling Trend for the Future
- 071 Minority Retention in a Non-Traditional Class: The Case of Mechelle H. and Word Study 171

FLORIDIAN

- 084 African-American Studies Program: Aid to Retention: A Survey of Characteristics and Perception
- 097 The Minority Crisis in American Education Systems: The Socio-Spatial and Cognitive Perspectives
- 067 Educational Reform for the Twenty-first Century: African-American as Change Agents

GARDEN TERRACE A

- 115 A Comprehensive Retention Data Model

GARDEN TERRACE B

- 085 A Workshop for Assisting Minority Retention Coordinates in the Qualitative Assessment of Minority Students with Possible Cerebral Dysfunctions and Learning Disabilities
- 111 The Educational Opportunity Program an Alternate Admissions and Retention Program
- 113 Findings Related to Cognitive Direction and the Achievement of Black American College Students

PAN-AMERICAN

- 079 Retention of Minority Students with Enrichment for Academic Success (EAS)
- 086 An Analysis of High Risk Students' Perceptions of Advising Services by a University Learning Center Program
- 099 PACT: Program for Academic Counseling and Tutoring-- Servicing the Needs of "Special Admit" students at the University of Florida

ATTENDANCE RECORD

Unduplicated Number of Institutions/Agencies/Organizations
Participating in Previous Conferences (1985-88)
"The Top Ten"

93	New York	34	Rhode Island
67	Florida	29	California
54	New Jersey	28	Maryland
34	Georgia	26	Massachusetts
34	Pennsylvania	26	Ohio

GENERAL SESSION IV

Wednesday - November 8, 1989

12:30PM-4:00PM
Ballroom B-C-D

LUNCH

Presiding: Dr. Eva C. Wanton, Dean
School of General Studies
Florida A and M University

"A Forum"

Introduction of Moderator..... Dr. Simon Johnson, Director
Department of Recruitment &
Outreach
University of Florida

Moderator Dr. Israel "Ike" Tribble
President
Florida Endowment Fund for
Higher Education

**TOPIC: "How Demographic Changes Interact with
Standardized Testing and Assessment"**

FORUM PARTICIPANTS

Dr. Donald Carstensen
Vice President
Educational Services Division
American College Testing Program (ACT)

Mr. Arthur G. Affleck, Esquire
Associate Director
Admissions Testing Program
The College Board

Dr. Michael J. Zieky
Principal Measurement Specialist
Educational Testing Services (ETS)

Comments..... Moderator
Questions and Answers Audience
Closing Statements Forum Participants
Summary Moderator
Announcements

EVENING ON YOUR OWN

GENERAL SESSION V

Thursday - November 9, 1989

8:30AM-9:45AM
Ballroom B-C-D

Presiding: Dr. Jean Pitts
Assistant Director
New Jersey Department of
Higher Education

Thought for the Day Mr. James Hill
Director
Community Relations
Arizona State University

Introduction of Speaker..... Dr. Malinda L. Hayes
Independent Process
Consultant
Hayes-Belle Associates
Orlando, FL

Speaker Dr. Arnold Mitchem
Executive Director
National Council on
Education Opportunity
Associations (NCEO)

TOPIC: "A National Program Designed to
Preserve Minority Youth in Higher
Education".

Announcements

CONCURRENT SESSIONS III
Thursday, November 9, 1989
10:00AM - 12:45PM

BALLROOM A

- 078 A Shared Responsibility: Objectives + Outcomes - Mastery
- 073 The Great Retainers: Self-Esteem, Self-Concept of Ability and Culture
- 104 The Ball is in Our Court
- 109 Increasing Retention Through Student-Centered Teaching

CARIBBEAN

- 080 Infusion of Psychological Services and Substance Abuse Counseling into the Professional Counseling Center as a Strategy for Retention of Minority Students in Higher Education
- 081 Minority Student Retention in the Midwest: What the Data from One Large Research Institution Show

EASTWARD

- 087 Felician College/Challenge Program Access, Retain and Achieve
- 052 Project "Excell:" A Structured Retention Program for Reinstated Students
- 089 Minority Retention: Community Partnerships
- 064 Closing the Open Door: Mandatory Testing and Placement in Tennessee's Community College

FLORIDIAN

- 108 A Unique Partnership Builds Student Success for the 21st Century: BSOP/HSOP
- 063 "Black to the Future," A Retention Enhancing Program (VIDEO)

GARDEN TERRACE A

- 077 Attrition/Retention/Graduation of "Special Admit" Students at the University of Florida--Revisited Ten Years Later
- 095 Structuring a Student Success Course That Invites Students to be Active Consumers of Their Learning Process
- 103 Strategies for Retaining Black Students in Colleges of Education

GARDEN TERRACE B

- 076 Minority Student Retention - Advantage Program
- 062 A Comprehensive Academic Program for Recruitment and Retention
- 083 Measuring the Effects of a Minority Mentoring Program on a Regional Campus

PAN-AMERICAN

- 088 An Ecological Analysis of Strategies for Minority Success at Predominantly White Institutions: A System Approach to Retention
- 094 Applied Marketing in Retention in Higher Education: A Case Study
- 075 The 1985 Black Freshman at the University of Miami a Four-Year Examination

GENERAL SESSION VI

Thursday - November 9, 1989

1:00PM-3:00PM

LUNCH

Presiding: Dr. Georgia Day
Associate Dean
Graduate School of Education
& Allied Professions
Fairfield University

Introduction of Speaker..... Mr. George Stokes
Program Officer
Institute of
International Education

Speaker Dr. Richard Fairley
Director
Higher Education Program
Services
U.S. Office of Education

**TOPIC: "Current Trends in Higher Education for
Minorities and Projections for the Next
Century"**

Announcements

CONFERENCE GATHERING
Pool Deck

Cash Bar

Dinner

Reggae

6:00PM - 9:00PM

GENERAL SESSION VII

Friday - November 10, 1989

8:30AM-10:30AM
Ballroom B-C-D

Presiding: Dr. Clinita A. Ford
Conference Founder and Director

Thought for the Day

Mr. Charles Stephens
Director
Minority Student Retention
University of Akron

BREAKFAST

"Retention Networking"

Conference Summary

Leader: Dr. Marvel Lang
Director, Center for Urban Affairs
Michigan State University

Member: Dr. Simon Perkins
Director, Minority Affairs/Affirmative Action
Evansville University

Member: Dr. Sebetha Jenkins
Assistant to the President
Director, Minority Affairs
University of Akron

Conference Closing

Dr. Clinita A. Ford

Acknowledgements

Check Out of Hotel by 12:00 Noon

HAVE A SAFE RETURN TRIP

See You in Baltimore - November 4-7, 1990

CONFERENCE-AT-A-GLANCE

SCHEDULE OF ACTIVITIES

November 6-10, 1989

DAYS	LOCATION TIME	Ballroom Foyer	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Caribbean	Eastwood	Floridian	Garden Terrace A	Garden Terrace B	Pan-American	Pool Deck	NOTES
MON. 11-4-89	3:00 pm-													Check-in Hotel
	6:00 pm-10:00 pm	REG												Pre Conference Registration
TUESDAY 11-7-89	8:00 am-10:00 pm	REG												Registration
	9:00 am-11:30 am							WKH						Dr. John Gardner
	9:00 am-11:30 am								WKH					Dr. Carl Sullivan
	11:30 am-11:00 pm													LUNCH
	1:00 pm-2:45 pm		GS1											Jesse McCrary, Esq.
	3:00 pm-5:15 pm			CCS	CCS	CCS			CCS	CCS	CCS	CCS		Concurrent Sessions I
	5:15 pm-7:00 pm													Dinner
	7:00 pm-8:15 pm		GS2											Talk-Show
	8:30 pm-10:00 pm		GS2											Les Brown
WEDNESDAY 11-8-89	10:00 pm-11:30 pm			RECEPTION										Get Acquainted
	8:00 am-4:00 pm	REG												Registration
	8:30 am-9:45 am		GS3											Dr. James Crouse
	10:00 am-12:15 pm		CCS				CCS	CCS	CCS	CCS	CCS	CCS		Concurrent Sessions II
	12:30 pm-4:00 pm			GS4/LUNCHEON										Panel
THURSDAY 11-9-89	Evening													Relax on Beach
	8:00 am-1:00 pm	REG												Registration
	8:30 am-9:45 am		GS5											Dr. Arnold Mitchem
	10:00 am-12:45 pm		CCS				CCS	CCS	CCS	CCS	CCS	CCS		Concurrent Sessions III
	1:00 pm-3:30 pm			GS6/LUNCHEON										Dr. Richard Fairley
	3:30 pm-6:00 pm													Relax on Beach
FRI. 11-10-89	6:00 pm-9:00 pm												DIN	Dinner/Reggae
	8:30 am-10:30 am			GS7/BREAKFAST										Table Topics
	10:30 am-12:00 Noon													Check Out of Hotel

LEGEND: CCS — Concurrent Session

GS — General Session

WKH — Workshop

DIN — Dinner

REG — Registration

Displays and Information Exchange in Ballroom Foyer

Coffee Service 9:00 am Tuesday

8:00 am Wednesday & Thursday

CONFERENCE-AT-A-GLANCE

CONCURRENT SESSIONS

November 7-9, 1989

CCS-I

CCS-II

CCS-III

		ABSTRACT CODES / CONFERENCE ROOMS									
DATE/TIME	Seq.	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Caribbean	Eastward	Floridian	Garden Terrace A	Garden Terrace B	Pan-American
Tuesday November 7 3:00 pm—5:15 pm	A		055	091	057			065	110	068	050
	B		055	092	058			093	112	116	090
	C		100	101	058			177	070	116	096
		DISCUSSION					DISCUSSION				
Wednesday November 8 10:00 am—12:15 pm	A	074				054	102	084	115	085	079
	B	074				072	061	097	115	111	086
	C	118				107	071	067		113	099
		DISCUSSION					DISCUSSION				
Thursday November 9 10:00 am—12:45 pm	A	078				080	087	108	077	076	088
	B	073				080	052	108	077/095	076	088
	C	104				081	089	063	095	062	094
	D	109				081	064	063	103	083	075
		DISCUSSION					DISCUSSION				

BLACK STUDENT RETENTION IN HIGHER EDUCATION

Edited by

MARVEL LANG

and

CLINITA A. FORD

**PUBLISHED 1988
128 pages
(7 x 10)
7 illustrations
8 tables
\$27.95
ISBN 0-398-05477-0**

There is a large disparity in the numbers and proportions of Blacks who enroll in college and those who graduate and an even greater difference in those who then go on to enroll in graduate and professional schools. This collection of readings focuses on the serious problems in the recruitment, enrollment, and retention of Blacks in higher education in America. The contributors discuss a wide range of ideas, issues and strategies related to students' coping abilities, to teaching strategies which aid student retention, and to summaries of campus-wide advising, counseling and the programs to help minority students stay in school. Specific chapters address such topics as: retention of disadvantaged students, the Black collegian advisement program at Kennesaw College, using paraprofessionals as a retention resource, an explanatory model of grade performance and attrition, and many others.

CHARLES C THOMAS • PUBLISHER

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BLACK STUDENT RETENTION IN HIGHER EDUCATION

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2. Early Acceptance and Institutional Linkages in a Model Program of Recruitment, Retention, and Timely Graduation from Medical School
3. Retention of Disadvantaged Students (RODS): A Pathway to Professionalism
4. The Black Collegian Advisement Program at Kennesaw College: A Comprehensive Black Student Retention Model
5. Recruiting and Retaining Black Students: A Plan that Works
6. Counseling, Advising and Mentoring as Retention Strategies for Black Students in Higher Education
7. Using Paraprofessionals as a Retention Resource
8. Group Work as a Teaching Strategy in Black Student Retention in Higher Education
9. Coping Ability as a Predictor of Academic Achievement Among Selected Black College Students: A Case Study
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CALL FOR PAPERS

6th National Conference
November 4-7, 1990 Baltimore, Maryland

Submission Deadline: April 25, 1990 (postmark)

Send to: Dr. Clinita A. Ford
Retention Conference Director
P. O. Box 10121
Tallahassee, Florida 32302

Topic: Any topic related to "Minority Student Retention in Higher Education"

Priorities: Enhancing the effectiveness of retention through group arrangements, such as consortia, collaboration and partnerships. A special emphasis is on higher education in partnership with elementary/secondary schools, community organizations and local, state and federal agencies.

Presentation Type: Research report, position paper, exemplary project, model program, demonstration or panel presentation (3-5 members). Student presentations are encouraged.

Abstracts: Submit 3-5 pages double spaced and a one page Executive Summary double spaced. Abstracts should be substantive.

Presentation Time: 30-45 minutes (individual and co-presenters 45-60 minutes (panels). The specific date, time and room location will be assigned prior to the conference, but not before October 1990.

Presenters: Full registration is **required** and you must be available for assignment on any day(s) of the conference. Special requests for days and times cannot be honored.

Selection Procedure: Papers will be reviewed and rated by a panel of educators.

Notification: Authors will be notified in writing as to the acceptance status of the proposed presentation. Rating information will not be available to authors. Notices will be mailed in August 1990.

Audio Visuals: The conference will provide overhead and slide projectors, flip charts and cassette tape players. Transparencies must be prepared with distinct and appropriate size lettering for easy reading by all when projected in a large meeting room. Video equipment is a personal expense.

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ABSTRACTS

The Budget As An Instrument of Public Policy - New Jersey's Statewide Minority Enrollment Initiatives: An Update

James C. Wallace, State of New Jersey - Department of
Higher Education, NJ

#050

The New Jersey Board of Higher Education first endorsed a set of recommendations to address declining minority enrollment in December 1984. The continuing interest and concern of the New Jersey Board of Higher Education peaked with the release of the Fall 1985 enrollment data, which reflected further, serious decreases in minority enrollment, including the decrease among Hispanics after years of steady gains. On March 21, 1986, the New Jersey Board of Higher Education adopted six resolutions to implement a new set of policy initiatives to stem further declines in minority enrollment. And, on July 15, 1988, the New Jersey Board of Higher Education adopted an eight point policy paper entitled "Increasing Minority Involvement."

At the Third and Fourth National Conferences on Black Student Retention, James C. Wallace, Assistant Chancellor for Fiscal Affairs in the New Jersey Department of Higher Education discussed these policy initiatives and how the 1987, 1988, and 1989 budgets (and the 1990 budget proposal) implemented these initiatives. The proposed update would discuss the finalization of the 1990 budget proposal, present another year of performance data, discuss the 1991 budget proposal, and present a status report on implementing the eight point policy paper.

The four years since New Jersey's statewide minority enrollment initiative was launched have witnessed growing commitment and concerted efforts throughout the higher education community in the state. Maintaining the momentum of the initiative, and seeing through to implementation the many individuals programs and proposals, is the challenge for the near future. Although recent enrollment data indicate that New Jersey's higher education institutions may have begun to develop more effective recruitment strategies for reaching minority students, successful persistence to graduation remains an issue.

Project "Excell:" A Structured Retention Program for Reinstated Students

William L. Allen, Ohio University, OH

#052

Project "Excell" is a peer counselor based early re-entry program for academically dismissed students. Students are permitted to re-enter the university the quarter they are dismissed providing they are willing to sign a contract stipulating agreement to very structured conditions including weekly meetings with a peer counselor and participation in a number of activities designed to help them identify factors which have interfered with their satisfactory academic performance and progress toward graduation. In addition to weekly sessions with a peer counselor and the identification of achievement blockers, participants are required

#052 cont'd

to utilize strategies to remove their probationary status including repeating prior below average grades, getting involved in activities deemed conducive to their long-term survival, developing appropriate study plans, and participating in activities designed to minimize the impact of behaviors which have interfered with satisfactory performance. Several standardized instruments and exercises are utilized as a basis for discussions which take place weekly between the peer counselors and the participants. This presentation will examine the impact of this program on both the short and long-term retention of Project "Excell" participants, specifically examining the data which shows the relative performance and persistence of minority and non-minority participants for the five years the program has been in existence.

Inadequacies of Language Skills Testing and the Need for Bold Alternatives

Jonaïd Sharif, Assistant Professor of English and Director
of Communication Skills Center, Fort Valley State College,
GA

#054

Holistic scoring has many advocates because it is considered a more meaningful measure of writing ability. While it is true that unlike standardized objective tests, holistic tests focus on writing ability rather than error recognition and style analysis, it is more subjective and more vulnerable to be influenced by psychological "noise," to borrow a term from technology. Besides, pragmatically, holistic scoring has limitations for diagnostic purposes.

I am basing this rather overstated claim on two types of substantiation: case studies of Georgia Regents' Writing Test and the common final of freshman composition courses at Fort Valley State College, which in some ways simulates the Regents' Essay Test. Particularly close association with the human beings who have been through the test(s), sometimes more than once, has convinced me that either writing is simply an umbrella concept that covers much more than composing an adequate medium of communication or these tests do not measure the ability to write. Whatever the legitimacy of these case studies and samples may be, as an instructor of writing who has had intensive experience with the individual writers in the intimate, informal environment of a writing center, I am convinced beyond doubt that both tests have a rather large margin of error. They both need to change to become fair and they both favor some specific types of writing and some specific cultural backgrounds. Besides, like most tests, they have little pedagogic value.

Minority Student Retention in Higher Education

Maxine B. Allen, Associate Vice President for Academic Affairs, Director-Institutional Research/Planning, Norfolk State University, VA

Carolyn Mayfield, Norfolk State University, VA

Carrie Waites, Norfolk State University, VA

#055

The Commonwealth of Virginia has mandated the implementation of assessment for all public institutions of higher education. With an emphasis on institutional accountability, academic administrators were provided guidelines on which to develop assessment plans that were compatible with the institutions' missions. With an emphasis on institutional integrity, Norfolk State University accepted the legislature's challenge to develop and implement a mission-specific plan to assure the Commonwealth of the quality of education at the nation's third largest Black institution.

With the premise that assessment involves more than mere testing, key administrators reviewed and scrutinized the many facets of this seemingly formidable responsibility to ascertain the obvious and obscure implications of all that could be involved in undertaking a mandated responsibility of this magnitude. Realizing that several other states had issued similar mandates to institutions of higher education, a cursory examination of other states' practices was conducted to determine an efficient means of undertaking a task that could have many deleterious consequences if not undertaken prudently. The examination of other states' plans formulated by coordinating boards and or legislators revealed numerous means of achieving the same goal--institutional improvement. However, because of the opportunity to develop a plan that was founded on the institution's historical mission, the Board of Visitors, the President, and other key administrators regarded this challenge as an opportunity to share with the state some data to corroborate the need for perpetuating the University's mission, as an opportunity to evaluate program offerings and to improve them where necessary.

Assessment strategies and assessment implementation cannot just happen. Multiple resources--human, fiscal, environmental and countless others--must be available to plan and execute a plan that is manageable with the resources that are available or that can be acquired within reason.

Teacher Competency Testing: A Dilemma for Blacks, Hispanics and Other Minorities in Higher Education

Peter A. Garcia, Dean, School of Education, Saint Mary's College of California, CA

#057

The Reform movement of the 1970's and 80's has brought about an overuse of standardized tests. In an effort to improve the quality of education in America the traditional use of

#057 cont'd

standardized examinations had developed into a serious misapplication of test scores. As a consequence, test scores are being misused which results in the serious exclusion of Blacks and other minorities into the teaching profession. There are legal, ethical and moral issues that are being ignored in the rush to mandate standardized tests as selectors into the professions.

This presentation addresses the key statistical and application problems created by the hurried adoption of paper and pencil tests in the name of quality education. A careful review of questionable validity processes and implications for the future demise of ethnic minorities in public and higher education are discussed. The presentation will conclude with clear problem identification, recommendations and solutions for the future.

Use of Transitional Programs as a Strategy to Address Low Test Scores

Velma M. Guillory-Taylor, Office of Testing Services,
Sonoma State University, CA
Betty Collier-Watson, Senior Economist, National Urban
League and Associate Professor, Howard University, DC
Dion Jones, National Urban League, DC

#058

At the admissions level, testing and assessment may create barriers to the participation of African-American students in the Higher Education experience. However, testing and assessment may also play a pro-active role in improving the retention rates of African-American students. The presentation will:

- * Examine theory, research, programs and results regarding placement testing and retention
- * Review literature on the question "What is the relationship between test scores and actual performance in the labor market?"
- * The Summer Bridge program as a strategy to strengthen the skills of low-scoring SAT students and committantly reduce the risk which correlated with the "high-risk" students

Testing as a Retention Tool for the Disadvantaged Students: Counseling Trend for the Future

Rubie M. Malone, Assistant Professor of Counseling in
Special Programs (SEEK), John Jay College of Criminal
Justice - CUNY, NY
Bessie Wright, Assistant Professor of Counseling in Special
Programs (SEEK), John Jay College of Criminal Justice
CUNY, NY

#061

#061 cont'd

A large number of students in the university today are minority/disadvantaged/non-traditional. This description has implicit in it, a need for change. Change here means a different approach to teaching and/or servicing disadvantaged students. Because the traditional segment of the university is usually resistant to change, whatever changes occur should take place in the initial stages of admission in order to set the tone for the way teaching and/or services will be rendered to disadvantaged students.

One of the first processes the disadvantaged students face is testing. As counselors working with many disadvantaged students, we find that they are very opposed to taking tests. Perhaps this could be attributed to their fear of failure. This fear has often been reinforced by the fact that being inadequately prepared academically, they have not been able to perform well on tests. Since a large portion of their academic experiences have been overwhelmed with failure, they view placement examinations as another way of keeping them out of the traditional systems. They also express feelings of being isolated in special programs which they believe set them up to ridicule by their peers.

Once counselors begin working with these students, they are immediately confronted with negative feelings because the students feel they were "put" into remedial or compensatory courses. Counseling the students after the testing process has taken place, has made counselors very aware of the need for intervention earlier in the admissions process. Therefore, counselors have become very concerned with providing a rationale for using their knowledge of the specific needs of disadvantaged students to become involved along with the students in the test selection process. This trend would be beneficial to both students and the higher educational institution in increasing the retention rates.

A Comprehensive Academic Program

Roy Ann Sherrod, Assistant Professor of Nursing, The
University of Alabama, AL

Lynda Harrison, Associate Professor of Nursing, The
University of Alabama, AL

#062

The Comprehensive Academic Program (CAP) is a multifaceted three year project funded by the Department of Health and Human Services. The program is designed to increase nursing education opportunities for individuals from disadvantaged environmental or financial backgrounds. The major activities of the program are aimed at increasing the recruitment and retention of disadvantaged students in The University of Alabama Capstone College of Nursing (CCN). Major recruitment activities are focused in eleven west Alabama counties and include: (a) organization of high school Future Nurse Clubs; (b) establishment

#062 cont'd

of a Community Advisory Council; (c) CCN involvement with the Macy Bioprep project which is designed to enhance educational opportunities for rural high school students in west Alabama; (d) increased contacts between the CCN and high school guidance counselors in west Alabama; and (e) increased media coverage of career opportunities in nursing and at the CCN. Major retention activities include: (a) offering special sections of the Academic Potential Course designed to enhance study skills and taught by the project director; (b) enhancing faculty skills in advising and teaching disadvantaged students; (c) implementing a mentor program in which registered nurses in the community serve as professional role models to disadvantaged students; (d) implementing student support groups and a Big Brother/Big Sister peer support program for disadvantaged students; (e) purchasing remedial/development materials for the Campus Learning Skills Center and the CCN Learning Resource Center; (f) providing faculty tutors in the Learning Resource Center for upper division courses; (g) implementing a cooperative education program; (h) instituting an orientation course for new nursing students; and (i) providing stipends to the most financially disadvantaged CCN students.

"Black to the Future," A Retention Enhancing Program

Earl M. Washington, Assistant Dean, College of Arts and Sciences, Director, Black College Program and Graduate Recruitment, Western Michigan University, MI

#063

"Black to the Future" is a video and discussion program that is designed to inform faculty about Black students' perceptions of life at a predominantly white institution. The program is further intended to raise the consciousness of faculty about the special needs of Black students and to provide faculty with suggestions for responding to those needs. The complete program in addition to the video includes a carefully organized discussion process. After viewing the video, participants are asked to form groups and engage in discussion of questions which were designed to explore the participants' perceptions of Black students' experiences at this institution.

Although no attempt is made to prescribe so-called "appropriate" faculty behavior, participants, throughout the sharing of what is experienced, are made more aware of their teaching impact on students. Participants are enlightened also about the effects of the cultural diversity which is experienced by Black students at a predominantly white university. As a result, participants may prescribe some techniques and methodologies that help to make the teaching and learning process more conducive to Black student retention.

Closing the Open Door: Mandatory Testing and Placement in Tennessee's Community College

Robert O. Riggs, Memphis State University, TN

#064

This paper examines the impact of a state-wide mandatory testing and placement program operating in Tennessee's community college system as it relates to retention and academic progress of minority students. Recently the Tennessee State Board of Regents mandated a uniform state-wide comprehensive developmental education program driven by a series of system wide achievement tests for screening and placement. Students who score below specified levels are placed in developmental education programs and must satisfy developmental program requirements before proceeding to earn college level.

Utilizing a comprehensive state wide higher education data base, the records of 5139 first time Fall 1986 freshman enrollees at Tennessee's 10 public community college's were examined and tracked through three successive academic quarters. Analysis suggests that of this group only 22% were actually enrolled in college level programs. The balance of community college enrollments (78%) were in the developmental studies program. The constriction of college placement for minorities is especially severe. The retention rate for minorities is 13% lower than for white students. Analysis of attrition by ACT cohort suggests that, at comparable ability levels, attrition is higher for those enrolled in developmental studies programs, higher for Blacks, older students, and males, especially Black males. These findings are consistent with current research on tracking which indicated tracking adversely affected student retention as well as student achievement and self concept.

In Tennessee, the implementation of a system wide developmental education program was in response to apparent deficiencies in the performance of entering freshman. This study presents evidence that this program is transforming Tennessee's open door two-year community colleges into non-collegiate institutions with attrition rates that effectively close doors to college careers, especially for minorities. This program has effectively added at least a year of academic work to obtaining a college degree. What used to take two years will now take three for these cohorts. For those "fifth generation" community college students who enroll for specific courses and do not aspire to complete an academic degree, the mandated developmental studies program effectively bars them from vocationally oriented coursework.

The Recruitment and Retention of High Ability Minority Engineering Students at a Predominantly White Southern University

Forrest D. Smith, Retention Coordinator, LSU College of Engineering, LA

#065

The program described in this proposal is a comprehensive recruitment and retention plan. This plan has been devised as a

#065 cont'd

result of surveys developed to assess the recruitment efforts of the college, and to understand the needs and perceptions of the African-American students within the college setting. Additional research was done which included reviewing the students academic and financial records, and conducting personal interviews with the students.

The findings of the study suggest that African-American students in the engineering program are not progressing as well as their non-minority counterparts, and it has little to do with academic ability. These students are high-achievers, and need to be challenged as such. These students are leaders, and seem to need to maintain this status within the university setting. Methods to assist them in maintaining their self-esteem were instituted within the college.

It is having a rippling affect on the advanced students. The need for tutoring is down, and the sense of being responsible for their own actions is up. Constant request are being made to assist with other students, and numerous ideas are coming forth to increase student involvement.

Educational Reform for the Twenty-first Century: African-Americans as Change Agents

Georgia F. Day, Associate Dean, Graduate School of Education & Allied Professions, Fairfield University, CT

Anthony F. Rotatori, Dean Graduate School of Education & Allied Professions, Fairfield University, CT

#067

Educational reform for the twenty-first century must address issues about the educational needs of an increasingly culturally diverse student population attending post secondary institutions. This will require reexamination of realities, and the complexity of educational issues we shall face. This presentation will examine some of the political, legislation, funding and educational issues related to increasing minority involvement in post-secondary education.

According to the New Jersey Department of Labor, between 1980 and 2000, the nonwhite population of New Jersey will increase by 87%. By the end of that period, nonwhites are expected to constitute 26% of all the 15-to24-years-olds. Nonwhites already constitute approximately 30% of New Jersey public school (K-12) enrollments. One the question of persistence to higher education, less than 26% of THOSE 25% OF NONWHITE STUDENTS WHO GRADUATE, go on to ANY FORM of post-secondary education. And, given the demographic and economic trends the need to assure secondary school certification AND matriculation to and graduation from college, is a must.

New Jersey has been the leader in addressing this new situation. This presentation will discuss those programmatic initiatives the Department has fostered to address this most urgent circumstance.

**Proper Scheduling Following Testing is a Significant Factor in
(a) Retention of the Adult Minority Student and on (b) Our
Budgets**

Wallace O. Peace, Assistant Dean for Academic Affairs at
Eastern Campus of Wayne County Community College, MI

Milan M. Chonich, Assistant Dean for Academic Affairs at
the Downtown Campus of Wayne County Community College, MI

#068

The adult minority students take the assessment test scores in English, Reading, and Math below college level and may wish to ignore the test results and to take classes which are too difficult. We as college administrators often lack a coherent and consistent policy or philosophy which would help us deal effectively with the situation and may accede the students' wishes.

It will come as no shock that these students become totally disillusioned with College beginning the first day and begin to drop out or even worse drop out before mid-term. If students stay under these circumstances they will surely have a below satisfactory academic index and will either not return or will continue to fail in subsequent semesters.

Students must be counseled and encouraged to take a reasonable course load.

You must tell them "No." They must take the classes they test into. Your system should be set up to prevent them from scheduling themselves improperly.

At Wayne County Community College, we initiated a system of mandatory placement in some campuses. Those campuses which instituted the mandatory testing program showed definite gains in the second semester registration and fewer student complaints. Faculty reported that their students seemed to be of a higher caliber than before. This may be because fewer students took classes beyond the abilities than before. We remain firmly convinced that relying on our testing programs and scheduling students accordingly is reducing our attrition rate.

**Minority Retention in a Non-Traditional Class: The Case of
Mechelle H. and Word Study 171**

Jay A. Yarmove, Associate Professor of English, University
of Cincinnati, OH

#071

World Study 171 is not a remedial vocabulary class, but one in which students must assiduously apply themselves to meeting their own vocabulary challenges. Students have commented that it is an extremely demanding course. Mechelle H. who entered my Word Study class in the Winter of the '88 - '89 academic year, had a history of dropping out of classes before she could prove to herself that she was indeed capable of passing them. Although this young minority single mother was my most interested student,

#071 cont'd

she was failing by quarter's end-- and again she was ready to give up. The strategies I used to prevent her from yielding to despair and the lessons that I learned about minority-student retention form the crux of this thought-provoking presentation.

Assessment of Entering Students' Educational Objectives at an Urban Community College With Recommendations for Academic, Advisement, Transfer Counseling and Retention

Mary Padula, Transfer Director, City University of New York,
Borough of Manhattan Community College, NY

#072

The purpose of this presentation will be to discuss the findings and recommendations of a major research project undertaken in Fall 1988 to ascertain the educational objectives, career aspirations, and transfer intents of entering freshman students at an predominantly minority urban comprehensive community college. (Borough of Manhattan Community College). The assessment instrument used to investigate their educational plans was the Educational Planning Form (EPF) developed and validated by the American College Testing Program (ACT) in response to a set of student retention and transfer objectives. It was demonstrated that there was a need to identify the educational objectives and intents of entering students to better address the academic, career and transfer advisement process and ultimately the retention of these students.

The significance of this research paper may be viewed in terms of the effectiveness of the community college in implementing its educational objectives. The early identification of student intentions is crucial to the success or failure of the educational institution in pursuing and fulfilling its goals. The implications for transfer, academic advisement and achievement of baccalaureate degrees will be discussed. The research findings relevant to minority students' aspirations will be discussed. Extensive recommendations will be shared with regard to retention of students. Retention is defined here as completion of goals.

The Great Retainers: Self-Esteem, Self-Concept of Ability and Culture

Andrew C. Jones, Sojourner-Douglass College, MD

#073

Much of the research on retention focuses on variables that contribute to attrition, i.e., lack of role models, inhospitable campus climate, poor academic preparation, etc. An even more profound cause may be endemic to environmental circumstances of minority students. In fact, pre-school and primary school literacy experiences or the lack thereof, may be the major indices for controlling attrition/retention. Assuming the Peale and others who advocate the expression of positive self-esteem as

#073 cont'd

a key factor in general life experiences are correct; it appears only logical that this notion holds the same significance with academic pursuits and retention. Clearly the power of self-esteem and self-concept of ability extend far beyond any current form of analysis. In quantifying assessed variables, students displaying positive self-esteem and more importantly positive self-concept of ability perform consistently better than students who test with higher academic abilities (Kunjufu 1984, Perlman 1966).

The strong correlation suggest a significant relationship between self-esteem, self-concept of ability, culture and academic achievement. Studies support the contention that retention and academic achievements are substantive correlates. This study investigates the significance of these variables and attempts to validate findings, identify conditions and practices worthy of replication.

Distorted Perceptions, Faculty Judgements - Testing, Assessment and the Minority Student

Vanneise A. Collins, College of Mainland, TX

Marcelle A. McVorrnan, DePauw University, IN

Sherryl D. Weems, University of Buffalo, NY

#074

The purpose of this research is to examine the process of assessment. This research identifies the ramifications of testing and assessment, specific testing and assessment practices and explores the outcomes of testing and assessment on a specific minority population - the African-American male.

The presentation will first examine the process of assessment. We define this process as "getting the picture." This process however, usually translates into early classification or unjust labeling practices. Herein lies a fundamental conflict - the negative reinforcement of labeling and the self-fulfilling prophecy.

The second perspective examines the testing process - testing instruments the conditions under which tests are administered and the accuracy of the results interpretation.

The third perspective examines the impact of inappropriate testing and assessment practice on a particularly vulnerable population -- the African-American male. This perspective is particularly important because of the over-representation of Black males in special programs, and alternative institutions.

The data which is to guide this investigation will be collected from tow sources. The primary data source will comprise teachers, first line administrators and students representing

#074 cont'd

various educational levels (primary, secondary and post-secondary).

The second data source will comprise a content analysis of selected testing instruments which will serve to verify the nature and type of the testing that is generally conducted at the various educational levels.

Several implications for schools, administrators, practitioners and students will be presented as suggested by the findings of this investigation.

The 1985 Black Freshman at the University of Miami: A Four-Year Examination

Ronald A. Hammond, Director of Minority Student Support Services, University of Miami, FL

#075

In the fall semester of 1985, 108 Black students enrolled in the freshman class at the University of Miami as new undergraduates. The newly established Department of Minority Student Support Services undertook the mission of improving the retention of the university's Black undergraduate students. Using the 1985 freshmen as a subject group, the department tracked those students through four years of enrollment, closely examining the academic performance, the special achievements, the financial concerns, the living experiences, and other factors affecting the ability of these students to remain enrolled through graduation. We feel that the goal of the department has been effectively met.

Minority Student Retention - Advantage Program

Margaret Lewis, Vice President of Student Developmental, North Lake College, TX

Yvonne Abatso, North Lake College, TX

Wright Lassiter, III, North Lake College, TX

#076

In 1987, faculty at North Lake College developed a model for student success which was both systematic and comprehensive. The model was developed in response to the following question: How can we, as an institution of higher learning, better integrate existing programs and construct new programs that will enhance both our standards of instruction and our students' academic success?

Components of the model include definitions of high risk students and student success; mandatory orientation course; design of an interactive video orientation; mentoring and advising; academic monitoring and early warning; use of tracking systems; staff development and training; and research and evaluation.

#076 cont'd

We will present both the practical and theoretical findings identified during the processes of design and implementation.

Attrition/Retention/Graduation of "Special Admit" Students at the University of Florida -- Revisited Ten Years Later

Betty J. Stewart-Dowdell, Director, Program for Academic Counseling and Tutoring (PACT), University of Florida, FL

#077

The purpose of the present study is to determine attrition/retention/graduation rates of "special admit" students at the University of Florida ten years later. This study will again identify all "special admit" students who have been admitted to the University. These students will then be divided into three main categories; former, currently enrolled and graduates.

This study will focus on the internal (higher admission and upper division admission standards) as well as external forces that have taken place over the past ten years and the impact those forces may have had on the attrition/retention/graduation rates of "special admit" students.

A Shared Responsibility: Objectives + Outcomes = Mastery

Viola Gray Ellison, University of Arkansas at Pine Bluff, AR
Michelle H. Heard, University of Arkansas at Pine Bluff, AR

#078

The recent dearth of research on the exposure of the problems of Black student retention has brought this problem to the forefront of the major problems facing American society. The academic, personal, social, and economic ramifications of the education of Black students has led to an increased emphasis on recruitment and retention. There is a strong belief developing among researchers, however, that the plight of Black students in the education system in the United States is about to see some positive changes.

A Shared Responsibility: Objectives + Outcomes = Mastery is an exemplary program, planned by the authors, to bridge the gap between promise and performance by utilizing specific and measurable objectives in each content field to connect assessment to teaching and learning. This program will be designed, not merely to build minimum competence, but to bring about mastery of the subject matter that will persist beyond the daily lesson.

In conclusion, if we are to change education to meet the demands of the information age, we must overcome our habit of using product-oriented assessment techniques to measure process-oriented education. Most importantly, we must constantly remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves. Outcomes assessment to improve

#078 cont'd

student learning is a shared responsibility. Assessment for learning will not happen automatically.

Retention of Minority Students with Enrichment for Academic Success (EAS)

Arthur R. Campbell, University of Alabama at Birmingham, AL

#079

Increasingly larger numbers of minorities, frequently characterized as having academic deficiencies, are enrolling in baccalaureate degree nursing education programs. Retention of these students can be accomplished through an organized system that addresses their individual needs. One such system, Enrichment for Academic Success (EAS) was recently implemented at a baccalaureate nursing program at a large urban university in the southeast.

The individualized approach of the EAS program provides the mechanism to address a broad spectrum of students' learning needs in the areas of academic skills, cognitive skills and self-enhancement skills. Every student completes a battery of assessment tests prior to beginning any learning activity. Based upon results of objective and subjective data, each student and a designated faculty facilitator collaborate in defining learning needs and establishing a contract which delineates specific learning activities to meet the student's needs as identified.

Program evaluation revealed that for the three admission periods preceding implementation of the EAS program there was a 72 percent retention of minority students. In contrast, for the three admission periods after the EAS program was implemented the retention rate of minority participants increased to 98.16 percent.

The success rate of minority graduates who were first-time writers of the last licensure exam prior to the EAS program was 64 percent. The success rate of students who participated in EAS, however, was 100 percent on the licensure exam.

Infusion of Psychological Services and Substance Abuse Counseling into the Professional Counseling Center as a Strategy for Retention of Minority Students in Higher Education

C. D. Jones, Jr., Langston University, OK

#080

This paper is concerned with an important problem among minorities in higher education. The impact of the school's environment on the minority student and its relationship to the retention process is a vital concern of the university. Langston University recognizes that substance abuse is a major health problem throughout the United States and, in order to minimize and ultimately eliminate it, the entire University community must

#080 cont'd

become involved. Langston University has developed and implemented an institution-wide drug abuse prevention and education policy. It has established a Professional Counseling Center to provide personal counseling and healthy alternatives to substance abuse and drug misuse. The Langston University Professional Counseling Center staff works with the academic and student support services, Greek organizations, student government associations, community leaders, law enforcement officials and other groups in the community, and utilizes the institution-wide drug abuse prevention policy as the basic thrust in the Center's proactive education and intervention activities.

Minority Student Retention in the Midwest: What the Data from One Large Research Institution Show

Anne S. Butler, Kansas State University, KS

Laurian Cuffy, Kansas State University, KS

Ira Bolden, Kansas State University, KS

#081

While no blueprint exists that clearly details strategies that will work for all institutions, self-studies are one of the most important steps an institution, can take to determine the extent to which it either has a problem or can solve the problem for minority student retention.

While dispute surrounds the use of standardized instruments in the assessment of minority students, few, if any reliable instruments of other types exist to provide a clear picture of academic performance. Thus, the use of standardized instruments, faulty as they may be, can provide data that is useful, if employed along with qualitative methods.

This presentation covers both types of assessment techniques (quantitative and qualitative) that provided an indepth analysis of minority student persistence at a large, predominantly white research institution.

The presentation will focus on the composition of the task force formed to study retention issues on our campus, the data collection process and findings and subsequent recommendations and strategies developed in response to the study.

Measuring the Effects of a Minority Mentoring Program on a Regional Campus

Robert M. Kahn, The Ohio State University at Mansfield, OH

#083

In 1987, The Ohio State University at Mansfield received a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) for the purpose of establishing a mentoring program for our minority students. During the 1988-89 academic year, a major effort has been made to

#083 cont'd

gather empirical data which measures the effectiveness of our program.

A straightforward research design was developed. We gathered information from students of two races (Black/White) at two times during the academic year (Autumn/Spring) on two different Ohio State regional campuses (Mansfield/Lima). The existence of this second campus as a control group distinguished this study from many other studies of program effectiveness.

The questionnaires elicited information about the students' social characteristics and measured attitudes toward college. Empirical evidence will be presented suggesting which student attitudes are most influenced by a mentoring program. Finally, some comparisons will be offered suggesting differences in the ways in which Black and White students react to their early college experiences.

African-American Studies Program: Aid to Retention: A Survey of Characteristics and Perception

Louise M. Tomlinson, University of Georgia, GA

#084

In an effort to obtain a representative profile of the development and operation of units of expertise in the study of Afro-American culture and life and the extent of their impact, a mail-out questionnaire was forwarded to the administrators of Afro-American studies programs at selected institutions of higher education across the nation.

Selected programs were chosen from those listed on the members' roster of the National Council for Black Studies, Inc. Of 50 University and four-year programs at both public and private institutions in the southeast, western, midwestern and northeastern regions of the nation, 24 responses were received and 20 were used for data analysis.

The instrument included several fill-in, Likert scale, and open-ended items. Questions addressed concerns such as institutional demographics regarding type of control, degree granting level, student population, enrollment in Afro-American studies courses, and number of certificates and degrees awarded in Afro-American studies. Program structure was investigated in terms of administrative demographics, administrative structure of the unit (including levels of awards granted and credit requirements), departmental origin of courses, disciplines or areas of study, and extra-curricula functions. Administrators' perceptions of program strengths, weaknesses, successes, and failures are also tapped as well as recommendations for program administration.

A Workshop for Assisting Minority Retention Coordinators in the Qualitative Assessment of Minority Students with Possible Cerebral Dysfunctions and Learning Disabilities

Arthur D. Kemp, Central Missouri State University, MO

#085

More white college students are identifying themselves as having difficulties with the process of learning. As a result, they are demanding that universities become accountable for ensuring quality educational alternatives to help them compensate for their deficits. On the other hand, few minority students with similar handicaps are led to seek out or demand such services. I believe that as Minority Retention Coordinators we should become more aware of the arduous challenges faced by minority college students with learning disabilities, and begin to seek out broader alternatives resources for helping students matriculate to graduation.

One such alternative is assessment or screening for cerebral dysfunctions and learning disabilities. Though the best trained individual for this is a Neuropsychologist, minority retention specialists can learn some basic techniques for determining if such a referral is warranted. Thus, the objective of this presentation is to relay this perspective and offer a method for assisting retention specialists in their endeavor.

An Analysis of High Risk Students' Perceptions of Advising Services by a University Learning Center Program

Alphonse N. Novels, Indiana University of Pennsylvania, PA

#086

This study analyzed freshman students' perceptions of advising services provided by a university Learning Center in relation to selected characteristics. The American College Testing (ACT) Survey of Academic Advising was used to collect data on academic advising perceptions and Rotter's Internal/External (I-E) Locus of Control Instrument was administered to gather information on locus of Control.

In the late 1960's and early 1970's American institutions of higher education began to confront the challenge of student retention which up to that point was given minor consideration (Carnegie Council, 1980). The growing numbers of nontraditional and academically underprepared students have prompted institutions to make a more serious attempt at retaining those who enroll. The retention problem has resulted in the implementation of a myriad of campus support activities. These have ranged from the Learning Center support movement Supplemental Instruction, to Academic Advisement as a developmental and student centered activity.

This study focused on students' integration into the academic and social milieu of a university with the support of a structured Learning Center Advising Program.

Felician College/Challenge Program Access, Retain and Achieve
Kim Daniel-Clarke, Felician College, NJ

#087

The Challenge Program at Felician College is designed to help Black and Hispanic underprepared students get into and succeed in higher education. The program has several objectives. The first and most important objective is to adequately assess the students' needs. The students are assessed in three basic areas: Academic, Career Development and Study Skills. The academic assessment includes the New Jersey College Basic Skills Placement Test as well as several in-house assessments. They are assessed by the Career Counselor at different intervals throughout the year and their study skills are tested in the beginning, middle and at the end of the first semester. Hispanic students and students who are not proficient in the English language are also assessed by the ESL Coordinator.

Other objectives in the Challenge Program include a variety of support systems designed to assist the students throughout their freshmen year. They have special advisement, tutoring, group experiences and a personal counselor to help alleviate the initial shock of the college experience. The total support process begins for the student immediately following their acceptance to the program. Prior to their first semester, Challenge students must attend a Challenge Program Orientation where their total needs are assessed. Felician College is a small Catholic college and its "homey" atmosphere aids in the success of the Challenge student.

An Ecological Analysis of Strategies for Minority Success at Predominantly White Institutions: A Systems Approach to Retention

Wenifort C. Washington, The University of Akron, OH

E. Jean Harper, The Wright State University, OH

#088

With the declining participation of minorities in higher education successful minority retention with long term impact is not only a social and moral concern, but an economic issue as well. If our nation is to remain great, we must reverse this trend and maximize all people resources. As our nation becomes more culturally diverse with increasing numbers of minorities the future of America's students depends on the presence of teachers, researchers, administrators and professorates from a multiplicity of racial and ethnic backgrounds.

When considering this mission in our urban centers which enroll 80% of the nation's minority students, recruitment and retention of minority students and faculty in higher education, particularly at predominantly White institutions, becomes an area of special importance.

Improving minority success in higher education is a complex problem impacted by multiple causation. Therefore, long-term

#088 cont'd

program success will require an ecological approach to planning. Administrators and minority program directors must identify long range strategies to better meet the existing and future needs of minorities in higher education. In response to this mission, the panel will present an ecological approach for developing minority success models in higher education.

Minority Retention: Community Partnerships

Mary F. King, Waycross College, GA

Karen S. McKinney, Waycross College, GA

#089

Waycross College, a two-year unit of the University System of Georgia, has a low retention rate for minority students. Two programs, one designed for students already enrolled at the College and the other for students entering the eighth through the twelfth grades, have been implemented to increase the retention rate.

The Mentors and Advisees Program began as a federally mandated program to effect desegregation. Faculty and community mentors are assigned to each minority student, and the program seeks to provide academic support through academic monitoring of each student, cultural enrichment through trips to Afro-American oriented events in the area, and personal enrichment through workshops and contact with the community mentors. All of the community mentors are college graduates in professional positions in the area.

The Summer Institute is co-sponsored by the College and a local church. Run for four to six weeks during the summer, thirty students entering grades eight through twelve are accepted. Courses include music, mathematics, communications, self-esteem, etiquette, computer literacy and programming, black history and literature and drama. Additionally, trips are planned to area attractions such as the base at Kings Bay and centers of Afro-American culture. An outgrowth of the Summer Institute has been a tutoring program held at a local church. The students have formed strong support groups in the junior and senior high schools, and one of the participants from the summer of 1988 has enrolled at the College.

In an area where the high school drop out rate is thirty-three percent and the college attendance rate is thirty percent, the two programs are essential. Efforts to increase retention, seen in the broad perspective, must begin well before students enter college and continue while students are enrolled. Programs must be tailored to the needs of the population served and evaluated regularly to ensure that what is being delivered is what is needed.

Minority Programs and Assessments: An Innovative Approach to Retention and Graduation

Janice Green, Wayne State University, MI

#090

This presentation is designed to discuss ways of improving the retention rate of minority students at large urban universities.

This presentation will describe the Special Student Development unit of University Counseling Services with special emphasis on the Minority Programs unit. From admission to graduation minority students are guided through a unique learning experience that almost always guarantees graduation.

The over-riding purpose of Minority Programs is to provide assistance to minority students needing help with social adjustment and academic survival and to provide a communication linkage between minority students and other student services offices. Programs are designed to facilitate learning and to open doors of opportunity.

This presentation addresses five essential components:

- (1) Staff Selection & Training
- (2) Creating a Sense of Community
- (3) Assessments of Students' Needs & Motivational Level
- (4) Services Provided
- (5) Program Evaluation

Tackling the CLAST: Doing Less and Doing It Better

Clyde A. Goodrum, Edward Waters College, FL

#091

Black students have difficulty passing the CLAST test and will be delayed in their undergraduate graduation because of this. Under the "grandfather clause" they have been able to avoid taking the test.

Solutions to this problem might be to concentrate on the communicative and quantitative skills which may even entail making freshman English I & II and college Algebra into remedial courses.

Reduced cultural demands in the General Education program would free students to give more attention to the skills needed to pass the CLAST. The numbers of areas might be reduced, which at present are course work in Humanities, Social Science, and Natural Science, plus for the student in a private Black college, courses in Afro-American history and religion. The numbers of courses in these areas might be reduced. The student in a private Black college has been particularly loaded with more

#091 cont'd

Humanities courses than usual in many colleges.

The "majors" programs might be tailored to reduce demand upon the Black student. The total number of credits required could be reduced, from about 33 to 36 to 27 to 30. Some "majors" courses taken in the junior and senior years could become "applied" courses, emphasizing the reading and writing skills needed to pass the CLAST, and in some cases, also the math skills.

The Black colleges might use delaying tactics by putting off the time when passing the CLAST test is used for graduation. Also they might attempt to roll back the dates for upgrading the CLAST by raising the cut-off points to pass. This is justified by the limitations Black students have experienced from cultural deprivation.

TASP: Texas Style Assessment and the Implications for Statewide Minority Retention in Higher Education

Mamie L. McKnight, Consultant to the Chancellor for
Community Development, Dallas County Community College
District, TX

#092

The Texas Legislature passed a bill in May 1987 requiring all students planning to enroll in the public community colleges and universities of Texas in the Fall of 1989 to pass a minimum competency test before being allowed to enroll in upper level courses. The entire program has and still is inciting controversy throughout the state.

The purposes of this paper are to:

- a. review both the pros and cons of the statute as it relates to the retention of African-American students in higher education, and;
- b. examine an institutional retention model based on assessment which is designed to retain rather than serve as a barrier to the educational progress of African-American students.

Careful attention must be paid to the effects of this policy on the participation of African-American students in higher education. Remedies to prevent insurmountable barriers to their progression up and through the pipeline of higher education must be put in place immediately.

Engineering and Scientific Professions: Factors Influencing the Retention of Minority Students in Technical Careers "A Cost Effective Design for Retaining Minority Students"

Thomas Henderson, Southern University, LA

#093

#093 cont'd

Despite efforts aimed at amelioration, the professional cadre of scientists and engineers in this country continues to reflect inadequate participation of minorities. The imbalances run counter to the distribution of talent and thus represent a waste of scientific and engineering potential.

Presently, mathematics, science, and engineering attract over 50 percent of all minority students identified as academically well prepared for college. Although this is an impressive statistic, it translates to only about 2400 students annually, and minorities constitute less than three percent of the graduates in engineering and the sciences. These statistics indicate that we are having no problem attracting academically well prepared minorities onto engineering and scientific career projectories; however, the pool from which these students are drawn is too small. Therefore, efforts to retain minorities take on added significance and urgency. Universities must implement strategies that heighten the expectation of the faculty with regards to the learning capabilities of minorities.

Applied Marketing in Higher Education: A Case Study

Harold W. Lundy, Grambling State University, LA

Tewelde B. Zerom, Grambling State University, LA

#094

A large body of literature and theoretical constructs exists on student persistence/retention. Perhaps the most developed and empirically-validated theory of student persistence is Tinto's **Student Integration Theory**. Ceteris Paribus, the corollary of the theory is that the greater the student's level of social and academic integration, the more likely he or she is to continue matriculating at the particular institution. Comparatively, while the decision to matriculate at a particular institution is the termination of a sequential decision-making process, much remains to be investigated and explored with the question of how students generate college/university alternatives.

One possible mode of structuring the student's college-choice decision-making problem involves three phases:

- 1) the decision as to whether or not to pursue a college/university education;
- 2) the decision regarding at which institutions to apply for admission; and,
- 3) the decision to matriculate (and persist) in one particular institution.

The present study addresses the third stage of this college selection process by utilizing a bi-modal multi-criteria model. Two primary research questions are operationalized:

#094 cont'd

- 1) What selection (marketing) criteria did the 1988 freshman adopt prior to enrolling at Grambling State University (GSU)?
- 2) How committed are/were the 1987-88 freshman to GSU?

Structuring a Student Success Course that Invites Students to be Active Consumers of their Learning Process

Shirley Wileman, College Survival, Inc., SD
Clifton McKnight, College Survival, Inc., SD

#095

Retention improves when students take responsibility for their education. Implementing a student success course is one of the most effective means of helping students learn to be responsible consumers of their education.

Dr. Jim Anderson in his presentation at the 1987 Noel Levitz National Conference on Student Retention said that Black students' perceptions of important characteristics of a lecture include:

1. A more conversational tone in the classroom.
2. The lecture's ability to vary his/her vocal delivery.
3. Frequent and varied eye contact with the audience.
4. Projected interest by the lecturer.
5. Use of facial expressions.

Dr. Anderson asserted that the next wave of students coming into college and universities will be students of color. He also asserts that key concepts of education are persistently viewed in a traditional manner. We need to look at new ways of presenting material.

This presentation will describe a unique course model that has been used successfully in over one thousand colleges and universities. This structure provides a balance of experiences for the student and flexibility for the teacher.

Retaining and Graduating Minority Students in Higher Education and Higher Education's Response to the Needs of Minority Students

Henry L. Berry, Mary Holmes College, MS

#096

This Thesis describes some of the essential elements important in institutional problem-solving regarding the retention of minority students and the effectiveness of institutions in providing opportunities for excellence for minorities in higher education. More specifically, this paper 1) examines the role and responsibilities college and university officials can carry out in order to increase the success of minority students and 2)

#096 cont'd

suggests recommendations that may prove relevant to the development and implementation of improved programming.

There are certain essential elements that describe successful programs for retaining and graduating minority students. Leadership, systematic problem-solving, commitment, and program evaluation are critical variables for mainstreaming Black and other minority students.

With regard to minority students, the problems of access and retention in higher education should be given top priority status. All minority groups are increasingly underrepresented at each higher transition point in the higher educational system.

Fundamental changes in many of the policies and practices of American higher education are needed to address the concerns described in this thesis. Implicit throughout the elements described are recommendations that will hopefully provide additional perspectives regarding the resolution of important problems.

The Minority Crisis in American Education Systems

Marvel Lang, Michigan State University, MI

#097

The negative circumstances of Blacks and other minorities in higher education in the United States is not a unique situation, but is rather the culmination of detrimental circumstances that exist for minorities throughout the American education systems--the elementary, secondary, and higher education systems. This presentation reviews and examines both the societal factors and the crises that exist in the American education system for minorities. Thus, it discusses the characteristics and dimensions of the systemic societal problems and the interrelations of these problems with the circumstances that lead to low academic performance and achievement for minorities at each level of the education systems. Implications for remedying these circumstances and recommendations for a public policy and research agenda are presented based on empirical findings and proven strategies for improving the educational and sociocultural circumstances for minorities.

PACT: Serving the Needs fo "Special Admit" Students at the University of Florida

Betty J. Stewart-Dowdell, Director of PACT, University of Florida, FL

Valda L. Slack, Graduate Assistant, University of Florida, FL

#099

PACT (Program for Academic Counseling and Tutoring) is a program which provides and sponsors various activities and supportive services for undergraduate "special admit" students at the

#099 cont'd

University of Florida. This program began in the summer of 1979 and has as its main focus, the retention of these students through academic monitoring, tutoring, and personal counseling.

This state-supported program is responsible for providing on-going support services in counseling, tutoring, reading, writing, study skills, and structured study experiences to specially-admitted students who are not selected to participate in the federally-funded Division of Student Support and Special Programs (DSSSP).

PACT works in conjunction with various other organizations on campus and in the community to assist students in their adjustment to the academic and social environment at the University. Personal counseling is conducted through individual and group sessions which focus on coping skills, financial aid, housing rules and regulations, and registration procedures. Many of the concerns that specially admitted students face may not necessarily be academically based, therefore, PACT also assists students in the development of coping and social adjustment skills by providing them with successful peers as role models/counselors. Academic advisors assist students in the preparation of class schedules, registration, explanation of grade reports and other vital information necessary for success in an academic environment. In addition, tutors are also provided to offer assistance to students who may be experiencing difficulty in course work.

Evaluation of services and personnel is important to the mission of PACT. Therefore, evaluations of academic progress are disseminated to professors at mid-term and semester's end. Subsequently, the Director confers with each student regarding progress, strengths, deficiencies and any recommended course of action. PACT participants also have an opportunity to evaluate the program in both a formal and informal manner.

The proposed presentation will provide a detailed description of the program's counseling component. Various materials will be available which are used for retention purposes.

Marketing Higher Education to Minority Students Through a Two-Year College Head Start Program

John W. Albright, Piedmont Virginia Community College, VA

Nicholas Gennett, Piedmont Virginia Community College, VA

#100

Like many of its two- and four-year counterparts, Piedmont Virginia Community College (PVCC) has experienced difficulty in attracting and retaining minority students. An approach that has met with success on our campus has been the Promise Program. The Promise Program (a summer transition program) is designed for graduating minority high school students from the

#100 cont'd

Charlottesville, Virginia area. Most of these students have experienced academic difficulty in high school, but have demonstrated higher education potential if given proper direction and encouragement.

The students enrolling in the Promise Program are given a special group of courses in reading, writing, and mathematics. The program's goal is to increase the students' academic ability, which, in turn, will enable them to succeed in a college environment. Along with academic instruction, the Promise Program provides its participants with tutoring, counseling, self-esteem development, interviews with successful "role models" and financial support.

Unlike most college and university programs which are designed to attract those minority students with strong academic records, the Promise Program seeks out minority students who never considered higher education as a realistic option and who are considered "high risk."

PVCC has one of the few minority student community college summer transition programs in the Commonwealth of Virginia which is designed to assist minority student to make sound post-secondary educational decisions. This presentation will outline how other two- and four-year colleges can implement a similar program in their service area. Based on PVCC's four years of experience, this presentation will highlight both the payoffs and pitfalls of a summer transition program for high risk minority students.

Entering ACT Score and Response Patterns on the ACT-COMP in the Senior Year

Dorothy Granberry, Psychology Department and Center of
Excellence-Basic Skills, Tennessee State University, TN

#101

Many colleges and universities have recently instituted educational assessment programs. One of the purposes of these programs is to objectively determine the educational outcomes of four years or more of college level study. A widely used measure of college outcomes is the objective form of the College Outcomes Measurement Program offered by the American College Testing Service, generally known as the ACT-COMP. Little information exists concerning the relative performance of African-American students on the ACT-COMP. However, existing information on the entering ACT indicates the mean entering ACT score for African-American students (somewhere between 12 and 14 for a number of years) is below the national average. A study was designed to investigate the relationship between ACT-COMP scores and entering ACT scores for a population of predominantly African-American students whose average entering ACT score was approximately 12. The study investigated the extent to which entering ACT score predicted ACT-COMP scores and response patterns, as well as major

#101 cont'd

in the senior year. Entering ACT score was found to predict performance on the ACT-COMP, although the prediction was not very strong. Factor analysis of response patterns on the sixty ACT-COMP items is presently being analyzed.

The Behavior Modification Thinking and Test-Taking Model for the At-Risk College Student

Donald R. Small, South Carolina State College, SC

Helen Brantley, South Carolina State College, SC

#102

The Behavior Modification Thinking and Testing Model for the at-risk college student is designed to provide the cadre of structured instructional activities for strengthening critical thinking, problem solving, decision making and test-taking proficiencies. Each phase of the instructional activities of the model is applicable for at-risk students from the freshman year through graduate school.

The Behavior Modification Thinking and Test-taking Model features a variety of generic learning strategies founded upon validated contemporary principles of behavior modification, critical thinking, problem solving, and test-taking proficiency. The precursors of the instructional model are metacognitive principals, and affirmative resolution for effective modification of personal and academic practices.

The presenters will provide an overview of the Model including research results concerning students' own ambiguous feelings toward critical thinking, problem solving and test-taking skills. This workshop will guide the participants through the major steps of producing and implementing a thinking and testing model in a way that will ensure that the final product will have some reasonable chance of significantly improving student thinking and testing in their own settings.

Strategies for Retaining Black Students In Colleges of Education

Simon O. Johnson, University of Florida, FL

#103

This presentation is designed to discuss with participants strategies that have been employed in order to retain students in the College of Education, University of Florida. The presentation will include techniques for recruiting students, methods used for retaining students and a summary of the graduation rate. In addition, the presenter will discuss the tutorial program, financial aid, and advise methods used to work with professors in the College. The last part of the presentation will be a brief discussion of the new PROTEACH program. The rationale, strength and weaknesses of the program will be outlined. Participants will be encouraged to ask questions.

The Ball is in Our Court

Louis S. Oates, Delta College, MI

#104

"The Ball is in Our Court" is a presentation designed to avail to Academic, Student Services and Administrative Professionals a comprehensive, yet detailed review of the current literature and research associated with Black Student's Performance and Success in College.

Based upon the Literature, Research and my experiences in the field I will put forth the proposition that those factors that are more significant and associatively reliable/predictive are affective in nature. This is not to suggest that the Cognitive Domain is not a factor; however, I will suggest it is not as significant as we have been lead to believe.

I will conclude that a thorough understanding of the affective (Non-Cognitive) Domain is essential to any successful Recruitment, Retention Undergraduate/Graduate Program at the two or four year institutions.

Any successful programs must be driven by a plan and that plan must be realistic, comprehensive and imprehensive and implementable. I will clearly establish that it can be done and convincingly: "The Ball is in Our Court".

Glassboro State College's Program for the Retention of Minority Students - A Comprehensive Academic and Support Service Program

Donald L. Davis, Glassboro State College, NJ

#107

Glassboro State College's program for the retention of minority students is a comprehensive academic program with a number of support services. The program focuses on the recruitment, admission, retention and graduation of minority students.

We have implemented a program that consists of financial aid support, transitional support, basic skill support and mentoring support which will lead to improving our rate of retention.

This presentation will review the many programs that have been developed and implemented to improve the retention and recruitment of minority students. Glassboro State College has traditionally been in the forefront of providing a program to recruit and retain minority students.

A Unique Partnership Builds Student Success for the 21st Century: BSOP/HSOP

Marzell Smith, Miami-Dade Community College, FL

#108

The primary goals of the BSOP are to increase the pool of well-prepared Black high school graduates; to increase the number of Black high school students aspiring to a college education; and

#108 cont'd

to make it possible financially for high school graduates to earn a college degree. The program's success will be measured in terms of the following outcomes: successful high school completion, earning of an Associate in Arts degree at M-DCC and completion of a Bachelor's degree at a college of the student's choice.

Seventy-five Black tenth grade students were selected from two Dade County Public Schools to participate in the program.

The BSOP is based upon academic achievement. Each student will be awarded for performance in accordance to his/her annual accumulated grade point average in four designated college preparatory courses including English, Mathematics, Science and Social Science.

The monetary value for grades "earned in the four designated courses at the high school level is as following:

\$30 for each "C", \$60 for each "B", and \$90 for each "A".
As a student enters M-DCC, the value increases and accumulates at a rate of \$40 for a "C", \$80 for a "B", and \$120 for an "A".

The College (M-DCC) will solicit the participation of prestigious public and private universities at the state and national levels in order to obtain sponsorship for the last 2 years leading to the Bachelor's degree.

Increasing Retention Through Student-Centered Teaching

Anne R. Gayles, Florida A&M University, FL

#109

As instructional objectives are developed to enhance learning, particular teaching strategies should also be developed and selected to give learners the best chance to meet the objectives. This presentation focuses upon an instructional delivery system which uses student-centered teaching approaches to facilitate teaching effectiveness, promote student learning and increase student retention.

Student-Centered methodology includes the use of teaching strategies which focus upon the interests, needs, abilities, problems, developmental tasks and learning styles of students. They utilize in a meaningful, direct, active and creative way an individualized and personalized approach to realizing objectives which focus upon divergent and convergent learnings. The inherent characteristics of student-centered methodology enhance student learning and often play a very dynamic and positive role in the quality of learning and the retention of minority college students.

The Educational Opportunity Program An Alternate Admissions and Retention Program

Robert L. Belle, Jr., University of Central Florida, FL

Renee Simpson, University of Central Florida, FL

#111

The first Educational Opportunity Program (EOP) at the University of Central Florida (UCF) was initiated during the Summer of 1980. The first EOP was designed for first-time-in-college African American students who did not meet of the criteria for admission to UCF.

The EOP was initiated in response to meeting the "Special Goals and Commitments to Equal Educational Opportunity," as set forth in the State University System of Florida Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida 1978. In that plan, UCF reaffirmed its commitment to the goals of assuring equal educational opportunity and accessibility to all students without regard to race. This plan has commonly been referred to as "Florida's Desegregation Plan for Higher Education."

This workshop will present data supporting the positive effects of the EOP. As a result of utilizing other criteria for admission, providing financial aid, and a well structured academic and counseling program, the retention of the targeted EOP students will be demonstrated. Data will be presented in the workshop supporting the position that by providing a combination of academic support services such as remediation, counseling, and positive instructor attitude, combined with the students' own motivation, EOP students can achieve in a university setting.

The presenters will recommend a course of action based upon EOP data collected over a ten year period. Implications for future alternate admissions programs will be presented at this workshop.

Just For Us College Women

Malinda L. Hayes, Hayes-Belle Associates, FL

#112

There are more Black women on predominantly white colleges campuses than there are Black men. Unlike their older sisters, today's achieving Black women are no longer limited to preparing for careers in the traditional Black and female arenas. There are opportunities for them to pursue degrees in fields dominated by white males.

In spite of these new opportunities, Black women on predominantly white campuses are still confronted with the old barriers of dual stereotypes based on their race and gender. Regardless of their academic ability and preparation, their presence on predominantly white campuses is frequently attributed to their being perceived as a double minority: Black and female. The assumption is that affirmative action rather than ability was the criterion for their admission.

#112 cont'd

Life for Black women on predominantly white campuses "ain't no crystal stair." Because of their race and gender, Black women are confronted with double doses of stereotypes. It is not uncommon for majority group members to assume that Blacks are dumb and that women are not as smart as men. These stereotypes are harmful and Black women suffer because of them. In her study, Blacks in College (1984, p.146), Jacqueline Fleming pointed out that although Black women develop assertiveness on white campuses, "there is always the clear sense that Black women are suffering from emotional pain, social isolation, or aroused fears about their competence."

Findings Related to Cognitive Direction and The Achievement of Black American College Students

Willie J. Wimberly, Hunter College, NY

#113

This presentation will be a continuation of the cognitive direction theory proposed at the 3rd Annual Conference on the Retention of Black College students. The initial theory postulated three components: (1) anticipated failure, (2) level of aspiration, (3) direction of cognitive pursuits. Research findings related to the third component, cognitive direction will be presented and analyzed.

The research consisted of a questionnaire (The Wimberly's - The Dimensional Scale of Choices) which was designed to measure achievement based on cognitive direction. The test scales focused on interest along three dimensions (1) cognitive dimension, (2) neutral dimension, (3) activity dimension. The hypothesis was that successful students would select significantly greater choices focusing on cognitive dimensions and less successful students would select significant items related to the activity dimension.

If it is felt that results from this research will demonstrate that a disproportionate percentage of unsuccessful Black students channel their cognitive abilities into non-cognitive pursuits.

A Comprehensive Retention Data Model

Clinita A. Ford, Director Title III Programs, Florida A&M University, FL

Farhideh Fahimipour, Associate Director of Title III for Student Retention Support Services, Florida A&M University, FL

#115

The problem of student retention has surfaced in many of the institutions of higher learning. Florida A and M University (FAMU) like most other institutions is facing this problem. Student Retention Support Services (SRSS), a component of (1987-1992) Title III Programs at FAMU has initiated a systematic

#115 cont'd

organization of retention data which reflects student persistence and non-persistence. The data are collected from several survey instruments and from the university's student data file. Through the design of a Comprehensive Retention Data Model, unlimited information is available in regard to characteristics of student populations and inferred persistence factors. The model and its implementation will be presented.

The Myth of Traditional Predictors for Minority Students' Success

Ruth Ann Moyer, Cleveland State University, OH

Diane Dillard, Cleveland State University, OH

#116

There has been continuing controversy surrounding the use of standardized tests to predict the college success of African American and other Non-EuroAmerican students.

This study examines the relationship between admissions test scores and high school class rank and college success, as measured by grade point average and persistence.

Data were collected on the 1984 cohort of entering African American first year students and annually thereafter. Of 260 students, 19.6 percent were persisters and 80.4 percent were non-persisters. After initial comparisons between the two groups, the non-persisters were further divided into those dismissed and those who dropped out while in good standing. Persisters were further divided into those who were in good standing or had graduated and those who were on probation.

Retention Prediction Model

Farhideh Fahimipour, Associate Director for Title III
Programs, Student Retention Support Services, Florida
A&M University, FL

#117

The Retention Prediction Model was designed to estimate the probability of First-Time-In-College (FTIC) students returning to Florida A&M University (FAMU) for their sophomore year. For this purpose data were collected on characteristics of FTIC students for a period of four years. The model presents a set of independent variables which help to predict the students who have the least and the greatest probability of returning to FAMU. The general approach in developing the model included the following four steps:

1. Collected a set of predictor variables on matriculated freshmen entering the University.
2. Identified students who returned for the sophomore year, and those who did not (persister, non-persister).

#117 cont'd

3. Conducted crosstab, chi-square and multiple regression analysis using persister/non-persister variables as the dependent variables.
4. Cross-validated the predictor model procedure with a test group.

This model has been tested for validation and revised. Review of literature, data collection, methodology, and essentials of the retention predictor model will be presented. The model is a product of Title III Programs at FAMU.

College Training and the Non-Formally Trained Black Musician
Shirley Johnson, Associate Professor of Music, Florida
A and M University, FL

#118

The elements and styles of popular music have been commented upon in many articles and books since the beginning of the 1980 decade. The data often seem inconsistent and contradictory. The reasons for these apparent inconsistencies and contradictions include a lack of agreement as to what the standard of music are, such that we continue to use terms like "serious" versus "pop" and "the devil's" versus "classical" and find our only tangible result is increasing drop-outs in music enrollments.

The purpose of the presentation is to explore a problem connected with Black music students' retention at the college and university level in the United States in the 1980s. It is not the intent to suggest a comprehensive solution to the problem, but rather to adequately define the problem, share research results, and to raise the conscientiousness of a wider audience.

GARDEN TERRACE B

- 068 Proper Scheduling Following Testing is a Significant Factor in (a) Retention of the Adult Minority Student and on (b) Our Budgets
- 116 The Myth of Traditional Predictors for Minority Students' Success

PAN-AMERICAN

- 050 The Budget as an Instrument of Public Policy: An Update of New Jersey's Statewide Minority Enrollment Initiatives
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- 096 Retaining and Graduating Minority Students in Higher Education and Higher Education's Response to the Needs of Minority Students

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— NOTES —

